REPORT RESUMES

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PROCEEDINGS OF THE ANNUAL CONVENTION OF THE ASSOCIATION OF UNIVERSITY EVENING COLLEGES (28TH, BUFFALO, NEW YORK, OCTOBER 29-NOVEMBER 2, 1966).

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PRESENTATIONS MADE AT THE ANNUAL CONFERENCE OF THE ASSOCIATION OF UNIVERSITY EVENING COLLEGES, (AUEC) DEALT WITH THE QUEST FOR EXCELLENCE, THE PROMOTION OF EXCELLENCE IN GOVERNMENT THROUGH CONTINUING EDUCATION, CHALLENGES AND IDEALS OF UNIVERSITY EXTENSION, AND THE NEED FOR CHANGE WITHIN THE AUEC. NUMEROUS DISCUSSION SESSIONS WERE DEVOTED TO SUCH MATTERS AS URBAN EXTENSION, SPECIAL DEGREE PROGRAMS, PROGRAMING AND SCHEDULING OF CREDIT AND NONCREDIT COURSES, FACULTY SELECTION AND RELATIONSHIPS, PROMOTION AND PUBLICITY, INTERASSOCIATIONAL COOPERATION, AUEC RELATIONSHIPS WITH PROFESSIONAL ACCREDITING AGENCIES, STUDENT PERSONNEL AND COUNSELING, STUDENT ADMISSION AND RETENTION, AND FEDERAL LEGISLATION AND PROPOSAL DEVELOPMENT. ASSOCIATION BUSINESS INCLUDED A FINANCIAL REPORT AND REPORTS FROM 14 COMMITTEES AND FROM THE CENTER FOR THE LIBERAL EDUCATION OF ADULTS. THE DOCUMENT INCLUDES FIVE APPENDIXES. IT IS ALSO AVAILABLE, FOR $5.00, FROM THE ASSOCIATION OF UNIVERSITY EVENING COLLEGES, UNIVERSITY OF OKLAHOMA, NORMAN, OKLAHOMA. (LY)

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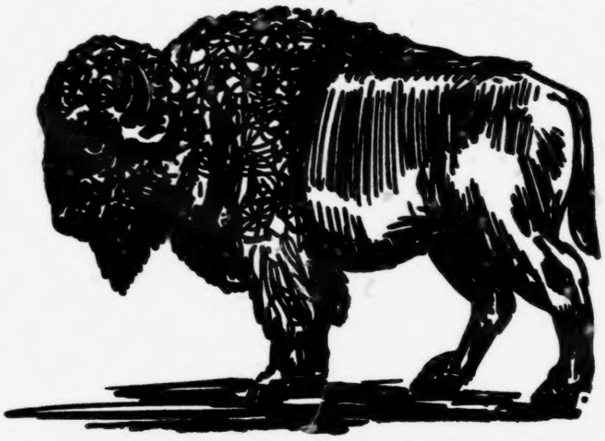
UNIVERSITY
COLLEGES

1966 PROCEEDINGS



BUFFALO

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ASSOCIATION
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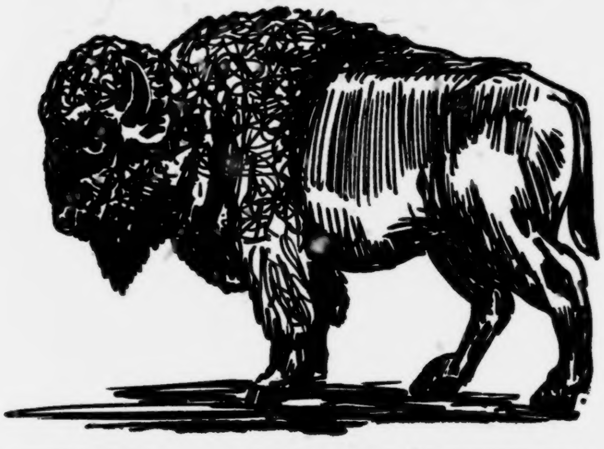
COLLEGES

1966 PROCEEDINGS



BUFFALO

HOST INSTITUTIONS

State University of New York at Buffalo

Canisius College

Elmira College

Niagara University

Rochester Institute of Technology

University of Rochester

PREFACE AND ACKNOWLEDGMENTS

To those who attended the twenty-eighth annual convention of AUEC at Buffalo, any attempt by the editor to abstract the highlights would seem superficial and superfluous; to those who did not attend, such an attempt would be meaningless. The proceedings which follow should adequately speak for themselves and for the convention.

It remains only to record my gratitude to all whose help in the preparation of this publication proved invaluable. The recorders deserve no less than total and deep thanks for their willingness to give up precious time to turn their reports in before the convention ended, as well as for the clarity of their summaries. To Howell McGee I must express thanks and amazement for the perfect minutes of the two business sessions. My thanks, too, go to all those responsible for the excellently prepared committee reports.

Closer to home, I wish to express my special indebtedness to Mrs. Natalie M. Press, Administrative Assistant, and Mrs. Judy Davis, Executive Secretary to the Dean of University College at Hofstra. Without their patient pushing and very hard work there might have been no publication. To the Secretary of the University, Robert D. Noble, to his staff artist, Edward J. McEvoy, and especially to Helen Topf who supervised the production, go my greatest gratitude for turning the raw material into a professional publication.

H. Lichtenstein, Dean
University College
Hofstra University

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PART I

INTRODUCTION

OFFICERS AND EXECUTIVE COMMITTEE

1965-1966

President
    Robert F. Berner (Buffalo)

Vice President
    Ernest E. McMahon (Rutgers)

Executive Secretary
    Howell W. McGee (Oklahoma)

Chairman, Advisory Committee
    Ralph C. Kendall (Toledo)

Editor, Newsletter
    Gurth I. Abercrombie (Northeastern)

Director-At-Large
    William C. Huffman (Louisville)
    Curtis H. Moore (Rockford)
    Donald L. Peets (Sir George Williams)
    Clifford L. Winters, Jr. (Syracuse)

PROGRAM
TWENTY-EIGHTH ANNUAL MEETING

THEME: Excellence in the Pursuit of Living

OCTOBER 29 - SATURDAY

9:00-7:00 p.m.	Registration Mezzanine Lounge Statler Hilton Hotel
Day & Evening	Conference Office - Club Room

OCTOBER 30 - SUNDAY

9:00-5:00 p.m.	Registration Mezzanine Lounge Statler Hilton Hotel
5:00 p.m.	Bus leaves for Campus Reception and Buffet - Faculty Club SUNYAB Campus
Day & Evening	Conference Office - Club Room

OCTOBER 31 - MONDAY

8:30-9:15 a.m.	Registration Mezzanine Lounge Statler Hilton Hotel
8:30-9:15 a.m.	Coffee - Terrace Veranda
Day & Evening	Conference Office - Club Room
9:30-11:30 a.m.	General Session (Business) Terrace Room

General Session (cont.)

Presiding
Joseph P. Goddard
(University of Tennessee)

President
Robert F. Berner (State University of New York at Buffalo)

Invocation
Very Rev. Kenneth F. Slattery, C.M.
(President, Niagara University)

Welcome
A. Westley Rowland
(Executive Assistant to the President, State University of New York at Buffalo)

11:45-12:15 p.m. AUEC Regional Meeting

Presiding: Chairman of Region
Regions 1,2,3,4 - Terrace Room
Regions 5,6.7 8 - Maple Leaf Room
Regions 9 10.11,12 - Georgian Room

12:30-1:30 p.m. Luncheon

A. New Members and "First Timers"
Los Angeles Room
Presiding: Robert F. Berner
(State University of New York at Buffalo)
Daniel R. Lang
(Northwestern University)
Frank R. Neuffer
(University of Cincinnati)

B. Discussion Leaders
Hartford Room
Presiding: Joseph P. Goddard
(University of Tennessee)
Clarence H. Thompson
(Drake University)

C. Recorders Buffalo Room
Presiding: Hyman Lichtenstein
(Hofstra University)

D. Other Conference Registrants
Washington Room
(No Head Table or Program)

2:00-2:45 p.m. Excellence in the Pursuit of Living
(Keynote) Terrace Room

Presiding: Robert W. Shaw
(Queens College of North Carolina)
Speaker: Martin Meyerson
(President, State University of
New York at Buffalo)

3:15-4:00 p.m. Strategies for Excellence

I. Continuity Excellence
(Keynote) Maple Leaf Room
Discussion Leader: Thomas J.
Dolphin (Clark University)
Resource: Carl E. Hiller
(Queens College of New York)
Maurice J. O'Sullivan
(Sacred Heart University)
Recorder: Anthony F. Lorenzetti
(State University of New York
at Buffalo)

II. Evening College Involvement in
Urban Change Georgian Room
Discussion Leader: Kenneth
Haygood (C.S.L.E.A.)
Resource: Clifford L. Winters
(Syracuse University)
Leonard Zweig
(Washington University of
St. Louis)
Recorder: Roger Bell
(University of Toledo)

III. Administrative Procedures - Admission - Retention - Dismissal Washington Room
Discussion Leader: Sherman V.N. Kent (Rider College)
Resource: John P. Donohue (Loyola University of Chicago)
Richard L. Burns (Educational Testing Service - Princeton)
Myron A. Spohrer (Washington University of St. Louis)
Recorder: Howard W. Benfield (Drexel Institute of Technology)

IV. Administrative Procedures Promotion and Publicity Boston Room
Discussion Leader: T.L. Weber (University of Tennessee)
Resource: Lawrence A. Allen (University of Kentucky)
Milton Stern (Wayne State University)
Recorder: N. Lee Dunham (Baylor University)

V. Special Degree Programs Los Angeles Room
Discussion Leader: Andrew Jaros (Northwestern Connecticut Community College)
Resource: Richard D. Robbins (Johns Hopkins University)
Edwin H. Spengler (Brooklyn College)
Recorder: Roy H. Ilowit (C.W. Post College)

VI. Interassociational Cooperation Buffalo Room
Community Colleges, Junior Colleges, N.U.E.A., A.E.A., and A.C.E.

Discussion Leader: Kermit K. Johnson (Manatee Junior College)
Resource: Glen L. Bushey (University of Chattanooga)
Rev. Richard T. Deters, S.J. (Xavier University)
Recorder: Melvin E. Fuller (Roanoke College)

4:30-5:30 p.m. Meeting of the AUEC Regional Chairmen — Washington Room

Presiding: Frank T. Carroll (Delgado Institute)

NOVEMBER 1 - TUESDAY

8:30-9:15 a.m. Committee Meetings as Announced — Terrace Room

8:30-9:30 a.m. Breakfast Meeting - Alpha Sigma Lambda — Buffalo Room

8:30-9:15 a.m. Coffee - Terrace Veranda

Day & Evening Conference Office - Club Room

9:30-10:30 a.m. Excellence in the Pursuit of Living (Industry) — Terrace Room

Presiding: Peter E. Siegle (C.S.L.E.A.)
Speaker: Robert Milton (Assistant Director for Research, Linde Air Division, Union Carbide Corporation)

10:45-12:00 Noon Strategies for Excellence

I. Continuity: Excellence - Industry — Washington Room

Discussion Leader: Gurth I. Abercrombie (Northeastern University)

Resource: Stanley J. Gwiazda
(Drexel Institute of Technology)
Robert C. Osborne (Pratt Institute)
Recorder: Howard A. Ward
(University of Detroit)

II. Federal Legislation and Proposal Development Los Angeles Room
Discussion Leader: Martha L. Farmer (City College of New York)
Resource: Alexander N. Charters
(Syracuse University)
Thomas J. Desmond (Utica)
Recorder: Thomas J. Wynn
(DePaul University)

III. Administrative Procedures: Effective Registration
Boston Room
Discussion Leader: Kenneth B. Settle (University of Cincinnati)
Resource: Ralph Hyde
(University of Tennessee at Memphis)
Alban F. Varnado
(Louisiana State University in New Orleans)
Recorder: George E. Grauel
(John Carroll University)

IV. Administrative Procedures: Faculty Selection and Relationships
Buffalo Room
Discussion Leader: Donald L. Peets
(Sir George Williams University)
Resource: Robert E. Chiles
(Hunter College)
Rev. Frederick L. Canavan
(Fordham University)
Recorder: Natalie Press
(Hofstra University)

V. External Relationship -
Institution as a Cooperating
Agency Detroit Room
Discussion Leader: Curtis H.
Moore (Rockford College)
Resource: Edward D. Shanken
(Engineers Joint Council)
Hamilton Stillwell
(Wayne State University)
Recorder: Virgil Alexander
(Northern Illinois University)

12:30-2:00 p.m. Luncheon Terrace Room

Excellence in the Pursuit of Living
(Government)

Presiding: William T. Utley
(University of Omaha)
Speaker: John W. Macy, Jr.
(Chairman of Civil Service,
Washington, D.C.)

2:30-"Until" Bus leaves for Niagara Falls Tour
and Dinner (Dutch Treat)

NOVEMBER 2 - WEDNESDAY

8:30-9:15 a.m. Committee Meetings as Announced
Terrace Room

8:30-9:15 a.m. Coffee - Terrace Veranda

Day & Evening Conference Office - Club Room

9:30-10:30 a.m. General Session (Business)
Terrace Room

Presiding: Robert F. Berner
(State University of New York
at Buffalo)

Greetings: Robert D. Helsby
(Executive Dean for Continuing Education, State University of New York)

10:45-12:00 Noon Excellence in the Pursuit of Living (Education) Terrace Room

Presiding: Clarence Thompson
(Drake University)
Speaker: Paul H. Sheats
(Dean, University Extension, University of California)

12:30-2:00 p.m. Luncheon (Presidential Address) Empire State Suite

Excellence in the Pursuit of Living (A.U.E.C.)

Presiding: Lynn W. Eley
(Washington University of St. Louis)
Speaker: Robert F. Berner
(State University of New York at Buffalo)

2:30-4:00 p.m. Strategies for Excellence

I. Continuity: Excellence - Education and A.U.E.C. Los Angeles Room

Discussion Leader: Rev. Edward C. Pappert, C.S.B.
(University of Windsor)
Resource: Daniel R. Lang
(Northwestern University)
Raymond P. Witte
(Loyola University of New Orleans)
Recorder: Carl H. Elliott
(Purdue University)

II. A.U.E.C. Relationships With Professional Accrediting Agencies: A.A.C.S.B., E.C.P.D., and N.C.A.T.E. Washington Room

Discussion Leader: Thomas J.
Bryde (Iona College)
Resource: William F. Kelly
(University of Louisville)
Edward F. Cooper
(University of Maryland)
Recorder: William D. Barton
(University of Tennessee)

III. Administrative Procedures: Creative Programming and Scheduling-Credit

Detroit Room

Discussion Leader: Adelaide H.
Jones (Drury College)
Resource: Rev. John E. O'Brien
(Seton Hall University)
Rev. Gerald Sugrue, S.J.
(University of San Francisco)
Recorder: Marvin E. Hartig
(Evansville College)

IV. Administrative Procedures: Creative Programming and Scheduling-Non-Credit

Empire State Room

Discussion Leader: William C.
Huffman
(University of Louisville)
Resource: Robert E. Sharer
(Michigan State University)
Russell F. W. Smith
(New York University)
Recorder: Sam C. Bills
(University of Tennessee)

V. Student Personnel and Counseling

Boston Room

Discussion Presentor: Peter Meyer
(Queens College of New York)
Resource Presentor: George Knerr
(Pace College)
Jean Smith (Rider College)

Resource Presentors (cont.)

Thomas A. Emmet
(University of Detroit)
Recorder: Reuben R. McDaniel
(Baldwin-Wallace College)

WELCOMING REMARKS

DR. A. WESTLEY ROWLAND
Assistant to the President,
State University of New York at Buffalo

On behalf of the faculty, students, and administration of the State University of New York at Buffalo, I welcome you to the city of Buffalo and to the University.

I do this in no perfunctory way, nor out of a sense of duty or the requirement of my position, but because the University is happy that you are here with us.

We feel this way for many reasons:

1. Because the Niagara Frontier is a beautiful area and we want you to see and enjoy it.

2. Because we want you to see it when it's not snowing. (The bad weather here is exaggerated.)

3. Because we at the State University of New York at Buffalo have a strong commitment to adult and continuing education--a commitment which we are carrying out through our Millard Fillmore College, the evening division of the University.

4. Because we are proud that Bob Berner, the Dean of our Millard Fillmore College, is now serving as your President.

5. Because you are here at a time when our University is on the threshhold of its greatest forward movement in its 120-year history. Plans are now being developed for a new second campus which will be developed at a cost of more than 200 million dollars.

6. And finally, because your convention is meeting here during the first two months of the administration of our new President, Martin Meyerson. You'll be hearing him this afternoon when he'll be your keynote speaker.

For all these reasons, we are happy to have you here. Have a profitable and enjoyable conference. Come back to see us in 1974, when we'll be on our new campus.

PART II

PRESENTATIONS

EXCELLENCE IN THE PURSUIT OF LIVING

Martin Meyerson
President, State University of New York at Buffalo

The Latin motto on the seal of the state of New York is "Excelsior," literally meaning "higher." The obvious question to ask is, higher than what? Having taken up residence in this state the beginning of last month after moving from California, I am tempted to refer to the friendly competition between these two commonwealths--competition on everything from population size to quality of education.

However, far more significant than regional rivalries is the importance of the theme of aspiration in our entire American national character. "Excelsior" could well be the motto of our nation with its restless energy, its drive for change and progress, its unwillingness to accept what is proclaimed impossible.

The theme of excellence, while a timely one, is a concept which lends itself to platitudes and Pollyannaism. Its consideration also sometimes evokes descriptions of the worst in society. Prophets of doom thrive on it as they decry the distance the state of being is from the state of excellence.

Excellence has been variously described. It is high standards, it is becoming the person one could be, the desire to be productive, an unwillingness to settle for anything less than one's best efforts, a capacity for hard work. It is innovation, creativity, self-discipline, a constructive dissatisfaction. It is referred to as the American Way and perhaps as the national manifestation of the Protestant Ethic.

Excellence, for nearly two centuries, has been equated with the goals of life, liberty and the pursuit of happiness which we as a nation have sought, or which we have said we were seeking. A strong and vital economy has been viewed as a symbol of excellence. A system of education and an abundance of educational opportunity unparalleled in the history of the world--this is excellence. So is bottling the soft drink, raising the highest building, mass production and mass consumption, being the richest and most well-defended, and being first in space.

To what extent and how have we achieved excellence in our pursuit of living?

I dispute the views of a Stokley Carmichael who finds us a society woefully lacking in real values. However, our leaders always--and properly--have wanted more from us. John F. Kennedy looked forward to "a future in which our country will match its military strength with our moral strength, its wealth with our wisdom, its power with our purpose--to an American which will not be afraid of grace and beauty. . . which will command respect throughout the world not only for its strength, but for its civilization as well--to a world which will be safe not only for democracy and diversity but also for personal distinction."

Though in different fashions, both Lyndon Johnson and Barry Goldwater look ahead to an America superior to today's. John Gardner calls for self-renewal as the basis for hope. Moreover, some of our young people attack our current goals, or, as they believe, the lack of goals. They taunt our complacency. The old continue to shake their heads. Jacques Barzun recalls that one lady of advancing age has found that even the modern thunderstorm fails to clear the air the way thunderstorms once did.

The late Adlai Stevenson expressed foreboding, "With the supermarket as our temple and the singing commercial as our litany, are we likely to fire the world with an irresistible vision of America's exhalted purposes and inspiring way of life?" Even the president of one of our major advertising agencies recently took the opportunity to condemn us: "Here in America," he said, "we have reached the high tide of mediocrity, the era of the great goof-off, the age of the half-done job. The land from coast to coast has been enjoying a stampede away from responsibility. It is populated with laundry men who won't iron shirts. . . with executives whose minds are on the golf course; with teachers who demand a single salary schedule so that achievement cannot be rewarded, nor poor work punished. . . . "

In much the same dour vein, Walter Lippmann has written: "The critical weakness of our society is that for the time being our people do not want to have great purposes which they are united in wanting to achieve. The public mood of the country is defensive, to hold on and to conserve, not to push forward and to create." The bottle is neither full nor empty; the problem is whether it is half-full or half-empty.

I submit that it is both and that both our subjective optimism and pessimism are warranted.

We live at once among the bad and the beautiful. We are excellent and we are terrible. Like Dickens, we find it the best of times and yet the worst.

We are in the midst of rapid, sensational upheavals. Times have changed and so have our ways of life and our expectations. The first two-thirds of the twentieth century--if they have done no more for man--have hammered home with ever-quickening blows the fact that change has probably become the most characteristic feature of our times. Partly as a result of the accelerating tempo of scientific and technological developments, change is taking place at a faster rate.

Yet if I were to point to the greatest changes of the twentieth century they would only incidentally be derived from science and technology. The changes to which I refer are the dual ones of the education and the urbanization of the American people. Between the turn of the century and now, Americans were transformed from a nation which had little higher education to one in which almost a majority of families have one or more members who have experienced collegiate or university instruction and from a nation largely farm and village in its ties to one which is urban and metropolitan in its orientation.

Furthermore, these changes having been parallel, hold the widest significance for the last third of this century. No people ever have become as educated as today's Americans. The failings in our education may be many. Nevertheless the world has never seen a people who read as much, hear music as much, are so immersed in matters of the mind and senses as well as in material matters as we are.

The stage therefore is set for converting our urban environment in the years ahead to the greatest achievement any people have ever set for themselves. We shall have to learn to conserve as well as change. I wish to stress the term "learn" because I see the coming urban revolution as the greatest challenge before evening colleges and universities generally. It is no accident that your association has grown out of the Association of Urban Colleges and Universities. It is no accident that your concern with continuing education, with expanded opportunities for life-long learning should be marked by your interest in the community.

Not all who link personal and environmental development are optimistic. Many intellectuals, public officials and mass media commentators are preoccupied with the decay of the American urban community. Julian Huxley is terrified by the prospects of what he terms "metropolitan gigantism." Huxley points out that "the inhabitants of overlarge cities are subjected to an increasing amount of frustrations; this in turn is a source of neurosis and inner conflict, which eventually may spill over in fits of irrational aggression. We know that if rats are bred and brought up in overcrowded conditions they get frustrated and emotionally unbalanced, and all kinds of rat social difficulties develop. In man, though, the rat race is already with us, the symptoms and effects will not be identical, but they will be similar in principle."

He goes on to remind us that "As population increases beyond a certain point, the need for drastic measures of organization will increase too; more elaborate administrative machinery will be required, more regimentation will be necessary."

I should like to point out, however, that despite the warnings and cries of impending disaster, the American urban community has become a model for the people of the world. Invidious comparisons continue to be made between European and American cities. These comparisons often glorify the romantic charm of the old quarters of the continental cities. American cities, in turn, are found to be dreary. However, since the second World War, the cities of the United States and the cities of other industrial countries have become more and more similar.

Within the intervening years, the automobile has been brought within the grasp of the workingman in Western Europe and in a few parts of Japan and Latin America. The coming of the automobile has disrupted the quaint central sections of many cities of the world.

The automobile, coupled with higher incomes, is enabling more and more people to live in residential subdivisions or in outlying apartment developments. As a result, European, Japanese and Latin American families today shop at supermarkets, patronize an evergrowing number of gasoline stations and, in general, experience a residential environment increasingly like that of America.

At the same time, space-hungry industries everywhere are moving to the metropolitan fringes. Both on slum clearance sites and on vacant land, building is taking place in increasingly large residential and other developments with an antiseptic character. For better or worse, urban popular culture and urban high culture are melding in many important respects. In this merging, the theme of violent adolescent behavior is pervading modern society from Tokyo to Moscow, to Stockholm, to Istanbul, to Paris, London, Caracas and the cities of North America. Sometimes, but not always, violence is associated with and directed toward minority racial and ethnic groups--the Koreans in Japan, the Mediterraneans who are manning North Germany's industry, the Algerians in Paris.

Contributing further to the growing similarity, national government in most of the world has, in the past, taken a prime responsibility for dealing with urban problems. Increasingly, it is now doing so in the United States.

The cities of the United States and of other industrial countries have become more and more similar. Within the United States, differences have diminished among urban areas. In the United States a generation ago, these differences were great. But today, metropolitan areas as strikingly different in history, age and sterotype as Boston, Chicago and Los Angeles have become remarkably similar in such important factors as median family income and years of school completed.

Of the many factors at work in this homogenization of urban America, none has been more important than the role of government, particularly the national government. Government programs in the United States have strengthened the position of middle-income groups. Federal housing programs have been more helpful to middle-income people than to the poor; transportation programs, recreational programs, and almost all national and local service activities have favored the mean.

The same is true throughout most of the urban industrial world.

The characteristics I have described are apt to be reinforced in the next years. If present trends continue, we are apt to have more and more project-type developments. We can expect more and more homogenization within each metropolitan area as land becomes more interchangeable. We are likely to be faced with a considerable deterioration of the twenty million dwellings which have been built in the postwar boom and which are beginning to suffer the first tinges of blight. Despite bold political campaign statements, present trends indicate that we may have a worsening of air and water pollution problems as our economy expands. And we must face an imponderable--Will we have more or fewer discrepancies between the living standards and life styles of whites and Negroes? Will the problems of violence and political conflict associated with these discrepancies be resolved? Once again we must ask the question of excellence in the quality of life for whom.

We may or may not have the huge increases in population which have been projected for the next decades. But even with the most extreme probable increases in urban population, the land supply of the United States will hardly be threatened. A greater problem is that it would become more and more difficult for the urban American to have access to the countryside.

Where do these changes lead us?

If urban life is to be the standard both in the United States and throughout the world and if the world's standards for cities are to be increasingly tied to those of the American urban areas, we should first assess the impact which the modern American metropolitan area has had upon its inhabitants. Surely, the pattern of urban American life in the 20th century is not all bad; it provides many satisfactions to large numbers. If metropolitan residents, for example, are frustrated by traffic congestion, most of the costs of that congestion are the counterpart to the gains of metropolitan concentration.

Moreover, health, public service and cultural provisions are so much better in the metropolitan areas that people around the world are pouring into the large urban areas even when no economic advantages are to be gained.

Nevertheless, while it is obvious that our metropolitan areas have much appeal to people universally, this is not to say that they are even approaching their potentialities. I have suggested that our cities are not all that bad. However, we are beginning to raise our levels of aspiration and to pursue greater excellence in urban living. We must begin to look for more in our metropolitan areas. They simply do not have to be so dismal and unimaginative. We have the national wealth and the talent to make our urban areas the epitome of beauty and social and economic and material excellence. Moreover, I maintain we have a national responsibility to do exactly that.

Given the directions we are currently taking, however, we will not achieve such ends automatically. The revitalization of urban life will require a broad and deep re-thinking of current federal urban programs. In the next ten years, our Gross National Product should attain a level of more than a trillion dollars annually, an increase of a third of a trillion dollars over the present. Are we prepared to devote a third or more of that increase (largely through the private sector, incidentally) to completely changing the quality of life in our urban environment?

If the answer is yes, we can have in our generation in America that pattern of excellence in urban life which today we can only rather self-consciously even begin to describe. In beginning to develop such a pattern, I have cautioned that we bear in mind the advantages of today's urban centers--that we approach a future of excellence less in terms of the faults in American urban life and more in terms of its potential.

The future metropolis, if we decide in that direction, could become a center of choice in which people can select from among a tremendous number of cultural and consumer offerings, types and locations of residences, jobs and economic challenges. The next ten years could become the time for the elimination of the slums of America. I like to think of the metropolis of the next 10 to 20 years as one which both preserves the old, the sound and the intimate and creates new intimacies as well as large-scale developments. I see kinds of housing in which, for example, working mothers could with assurance leave their children in good care and in which housekeeping and food preparation could be rationalized extensively. The controversy between the automobile and mass transportation could become meaningless in that both exist. I even see urban areas in which the populations and the interest groups involved have agreed that the elimination of air and water pollution are worth the costs.

More and more people are beginning to sense that we can achieve cities of beauty. They will not be as beautiful as they might, for freedom allows the expression of bad taste as well as of good. To some extent, a choice must be made between civic freedom and civic beauty, but the two can largely be pursued simultaneously.

Thus, the excellent future city, the city which provides an excellent environment for the pursuit of living, might be less a city for a style of life and more a city which would provide for many styles of life. I assume that these life styles will continue to proliferate, particularly as we seek and achieve more and more education.

How can we plan for increased diversity of urban residential, economic, cultural and other choices in the next ten years and beyond? The best way I know is to tie the American metropolis much more closely to the American college and university. The university is already becoming the most important institution of our time. However, the university will also have to change in terms of recognizing that it must play an expanded role in life-long continuing education. It must also become more of a patron of innovation in the arts as well as in other fields of human endeavor.

Ought we not, for example, to think more and more of the richness of cultural services which could be offered in our cities, through ties to colleges and universities? The Metropolitan Opera graced our city for a three-day stand. Might we not aspire to regional performances in experimental opera, innovative theatre and film, new dance and music, and other art forms including new modes of popular culture still to be developed? How might such explorations become part of our regional cultural life?

I note with pride the contributions to the arts being made in the Buffalo area by the State University College and by the State University. Another important area in which locally we are very pleased to contribute is in developing a greater dialogue between the institutions of higher education and local officials and citizen groups. In fact, Dean Robert F. Berner, the President of your Association, through Millard Fillmore College which he heads, has incorporated with other colleges to establish an Urban Extension Center dealing with such issues as poverty, transportation and improved governmental administration. Thus, in many ways, colleges and universities, and in particular their evening continuing education programs, can help create that atmosphere which stimulates an alert and sensitive citizenry ready to pursue excellence in both conserving and improving the environment in which most of us live.

If we succeed, the twin potentialities of education and urbanization will have been realized in our century. Yet in a certain sense they will not be realized. We dare not ever terminate the pursuit of excellence in American life.

EXCELLENCE IN GOVERNMENT

John W. Macy, Jr.
Chairman, United States Civil Service Commission

The changing and increasing responsibilities of the Federal government in the last third of the Twentieth Century have, of necessity, made excellence the standard of performance in the Government's career work force. Support of United States military action in Vietnam, pursuit of the goals of the Great Society, and continuing services to an ever-increasing population must all be carried on vigorously and efficiently without a proportionate increase in the size and cost of Government.

The pressure for excellence in the civil service has made the training and development of career employees a matter of paramount importance. For while the achievement of excellence in the public service begins with quality recruitment, it must also include the cultivation of talent within the service. With a continuing scarcity of skilled manpower, there will not be enough talent available for recruitment to meet the goal of a high-quality staff for all Federal agencies. The talent recruited at great pains must not be allowed to stagnate. The skills that are brought into the career service must not be allowed to slip into obsolescence or to become rusty from disuse.

President Johnson recently wrote of "the fact of swift and transforming change which is the experience of modern life," and which he called "the source of the American dilemma."

"All ages and places have known change," he said. "Yet even during those historic times when profound movements were in progress. . .the average man lived with the expectation that the basic condition of life and the world would be much the same for him from birth until death, and also for his children. Today that comforting security is gone.

We are the first generation to know with certainty that life will be different for our children, and even for ourselves, in a few years' time."

This can be a very frightening prospect, or a very challenging one, depending upon how you look at it. We choose to see it as a challenge. In order to meet that challenge, it is necessary to stop thinking of education as a period of life, and to see it instead as a way of life. Whereas a generation ago the achievement of an academic degree might represent preparation for a lifetime career, in the coming generation it may be preparation for as little as the next five or ten years. The rapidity of educational obsolescence--which is conspicuous in the fields of science, but no less real in all other areas of knowledge--demands continuous educational refreshment. We must meet this demand with vision and determination.

In the Federal civil service we are deeply interested in the growth of employees through continued education. We regard employee training as a legitimate responsibility of Government management and an integral part of personnel administration. This is a relatively new development. Not only is our total commitment to employee training less than ten years old, but our training interests have decidedly changed in those ten years. This is true because the civil service of today is very different from the civil service of yesterday.

The pursuit of excellence in Government is concerned with high quality performance from specialists in hundreds of different professions and occupations. Within the last ten years there have been marked changes in the nature and content of Federal programs. These changes have been made in response to changing public needs, to the growth of technology, and to new patterns of work made possible by the wonders of the computer.

Tremendously challenging new fields of Government activity have placed new demands upon the Federal service. Scientific research in many areas, exploration of outer space and ocean depths, urban development, the war on poverty--these and many other responsibilities assigned to Government have given the Federal service a completely new look. They have also created a new requirement for increasingly higher skills, both technical and managerial, at a time when such skills are generally in short supply.

Another significant fact about Federal employment is that it is not growing in size in proportion to the magnitude of the job it is doing. A payroll of over two-and-a-half million employees is substantial by any comparison, but the work performed by each person is constantly on the rise. (A striking example can be found in the Veterans Administration, which needed 17,000 employees in 1950 to handle six million insurance policies and now does the same work with about 3,000 employees.)

The growth of Federal employment has been much slower than the growth of the population of the United States. Within the last ten years the country's population has increased 13 percent, bringing a corresponding increase in the need for many governmental services. But within the same period Federal employment has increased by less than four percent, despite the demands of the many new programs that have been added. Moreover, the number of civil service employees in the lowest grades has decreased sharply; the increase has been primarily in the professional, technical, and administrative areas. Our employment projections forecast a continuation of this trend.

This, then, is the new civil service, for which a new concept of training has become essential. While the need had been felt and scattered efforts made for some time, the real turning point came in 1958 with the passage of the Government Employees Training Act. That Act made possible a new measure of enlightened personnel management in the Federal service. It authorized not only on-the-job training and interagency training within the Government, but also Government-supported training in educational institutions, to meet identified needs of the public service.

We view the new concept of employee training as a four-way educational approach:

- in-service training within agencies,
- interagency training,
- training outside Government, and
- self-development.

In the eight years since the passage of the Training Act, we have made progress in agency and interagency training. Government installations are providing training that ranges from clerical and manual skills all the way up to executive development. More than a thousand courses have been offered on an interagency basis. The Civil Service Commission coordinates interagency training; it also conducts some 180 interagency training courses, and operates two resident Executive Seminar Centers, one at Kings Point, Long Island, and one at Berkeley, California.

Training of Federal employees outside Government has moved more slowly, but some promising and productive steps have been taken in the development of closer working relationships between universities and the Government. We have strongly supported off-campus educational opportunities for career men and women. Throughout the country the Federal Government has worked out arrangements for employee development with over 100 universities and colleges, in collaboration with their extension departments. These arrangements take various forms, but generally the Federal agencies provide classroom space and arrange for employee attendance and the universities provide faculty members to conduct the courses.

The Civil Service Commission, through its regional offices, frequently identifies a common need for an off-campus study center and serves as a broker between groups of agencies and universities. Sometimes the employees pay for their instruction, and sometimes it is Government-subsidized. Some classes meet during and some after working hours. Courses have been offered in scores of different subjects, and thousands of employees have participated. The remarkable success of these efforts is more than sufficient evidence of their great potential for achieving excellence in the public service.

When we speak of self-development with respect to Federal employees, we usually mean independent efforts outside of the Government programs. Of course, all education is self-development, and it is a personal responsibility. But while advancing one's education at his own expense is evidence of employee motivation that should be recognized, the Government is concerned with the fulfillment of individual capabilities and needs to take steps to create an environment in which people desire to seek opportunities for educational growth.

We need the help of the universities in creating an environment of learning and a climate of excellence. For one thing, the new civil service is not yet known or recognized by the majority of the American people. The image of "an army of clerks" still prevails to a large extent in the public mind. University extension services have a unique opportunity to create a new awareness of the functioning of the Federal Government, because they occupy a unique position in the academic world. They communicate more directly with the American public; their work is directed to adult classes, to other educators, to individuals in all walks of life, and of course to Federal employees themselves. No other educational agency has so varied a clientele.

A greater public knowledge and understanding of the Federal Government of today is not merely a desirable academic goal; it is a basic necessity in the Government's quest for quality. For we know that simple lack of knowledge of what the Government is really doing is one of the greatest obstacles we face in our efforts to recruit high-quality candidates.

Modern American Government works through a complex array of institutional interrelationships, including an interlinked chain of Federal, State, and municipal governmental units, Federal-industry contracts, Federal-university cooperative grants, and participation in international agencies. Where so many organizations must function harmoniously to produce the public-interest result, they must all share a common responsibility in the improvement of the public service.

We need your help in equipping the new civil service to perform its challenging tasks with ever-increasing skill and competence. University participation in management training is essential, and the need for good managers is most acute. There is ample evidence that management is one of our rapidly expanding frontiers, and a shortage of managers may be a primary restraint on national growth in many different fields.

We need training in the basic academic disciplines that make the "whole man," and equip him better to act in the public interest; we need training in the specialized branches of the disciplines, especially science and engineering; we need training in the new discoveries and research findings, in the development of patterns of thought that produce innovation, foster creativity, and enhance vision, and in the executive function--leading, motivating, actuating.

Universities can participate in the conduct of Government agency "off-campus" training, as I described a few minutes ago. On a broader scale, they can bring their considerable knowledge of educational processes to bear on employee training conducted in Government establishments. They can contribute research in training methodologies, particularly in the field of learning theory for adults. They can work with agencies to keep training materials up to date.

On their own ground, universities can contribute to the Government's training needs in many ways. Even the best of in-service training and development programs cannot do the whole job. A college offers an appropriate climate, a community of scholars, and a stimulus to learning that cannot be duplicated elsewhere.

Therefore, universities can contribute significantly by providing academic programs responsive to the needs of Government employees. This may require administrative adjustments to meet the more intensive pace required for more mature students. It may require that faculty members reshape their material to meet the needs and available time schedule of the executive student. On these counts the greater flexibility of the extension program can be of particular value.

Under the Training Act, we have a clear responsibility to develop the most constructive possible relationships between universities and Federal agencies in the planning and conduct of advanced educational opportunities for Federal employees. I believe that there is a basis for a natural alliance between Federal agencies and university extension departments in furthering the objectives of the Training Act, and that this should be one of the most adaptable, responsive, and productive of training relationships.

If I have a few more minutes, I want to ask you to look, with me, beyond these immediate concerns and to consider the long-range goals that will be the concern of your present students, and of your children--and mine. Their generation will have taken over the reins of Government and industry on the eve of the Twenty-first Century, and the promise and problems that seem remote to us will be the reality of their time.

Certain conditions of that day have already been predicted by the forecasters with the aid of statistical data, historical trends, and the marvel of the computer. They predict that the population will approach 315 million, 125 million jobs will be needed, average income will be $6,000, /sic/ and average hourly pay, $7.50. Nine out of ten Americans will be living in super-cities or their suburbs. In technological developments, 30 years of moon exploration will have been completed, commercial supersonic flight will have further contracted time and space in global travel, satellite-based communications will have further linked all people, and artificial control of climate and even of human behavior may be within the grasp of man.

But what of the quality of life for Americans in the year 2000? Can social and political developments keep pace with the accelerated change generated by science and technology? What forms of future governance will Americans evolve to assure that fundamental principles of democracy and individual freedom are not sacrificed in the name of material progress? What safeguards can be erected to protect the citizen from negative or destructive by-products of growth and change?

There is a growing awareness in university, business, and government circles of the necessity to be future-oriented and to explore systematically the possible future for our Nation and for the international community. Ability to plan with greater reliability for the future becomes increasingly important as the pace of change accelerates. Since the Renaissance, the western world has pursued change as a way of life. Yet even in the United States, change has not always been purposeful nor have its consequences always been welcome.

Today, because resources available to governments are immeasurably greater than ever before and the courses of action taken by governmental and private agencies are interacting in more intimate and complex ways, we are becoming more concerned over the need to understand what is implied by alternate courses open to us. The decision-makers of the future must be equipped with the products of such forward thinking generated by the best minds with the most advanced techniques.

Here is another area of intellectual pursuit where the universities can contribute fruitfully to the national future through research and scholarly discussions. The liberal arts institution possesses assets peculiarly suited to such study. It offers the broad sweep of learning and the opportunity for a congenial interdisciplinary approach.

The catalog of public problems is large and diverse, the determination of priorities for action difficult and hazardous. But I would identify and describe one with an imperative for immediate action --action which must build toward that distant future: the social and physical problems of our cities.

Yes, in 2000, 90 percent of Americans will live in the metropolitan complexes of our country. The rising and inescapable tide of urbanization is bringing with it two dire and drastic problems: the problems of urban decay and the problems of urban growth.

The hearts of our cities are rotting. The human cost of urban decay is high and alarming. The poor, the disadvantaged, the discriminated against are increasingly concentrated into tight, squalid ghettos--deprived of a decent environment, with little opportunity and less hope. This is the gray, ill-prepared, tragic driftwood of our otherwise affluent society.

We must concentrate every available resource --in planning, in housing construction, in job training, in health facilities, in recreation, in education--to improve dramatically the living conditions of the urban core. Currently, large expenditures are made to mitigate these conditions, but relatively little effort is being made to find new or improved ways of attaining long-range urban objectives. This situation must be changed if our cities are to reap the benefits that can be provided by American ingenuity.

It is the mobilization of talent and imagination to attack these problems that constitutes an urgent demand upon public administrators. The needs are evident in every profession. Public service to build better cities demands the engineer and planner, the teacher and social worker, the doctor and health technician, the lawyer and manager. But the demand is for the specialist with the broad view and with the public commitment. The shortage is critical in every major city for administrative, professional, and technical manpower.

The city must also become the arena in which renewed and special efforts are made to complete democracy's unfinished business--the true equality of the Negro in American society. Although our attention is drawn by shock and disbelief to the conditions of inequality in the rural south, concentration on northern urban failures is imperative if equality is to be a reality as well as a recently reaffirmed legal fact. No American can be exempted from a part in fulfilling the rights now recognized and expressed by Congress in the civil rights statutes of the past two years, and by court decisions over the past 12 years.

The necessity of the years leading to the century's end will not be limited to this urban portion of the public sector. The problems of international relations, national security, research and development will place their demand for the participation of the talented in all professions. But this urban problem area is more critical and more immediate.

When he stimulated the Federal service with his standard of "a proud and lively career" and invited "daring and dissent" to foster ideas and innovation, President Kennedy was reflecting his personal philosophy derived from the Greek concept of happiness: "The exercise of vital powers along lines of excellence, in a life affording them scope."

Public service, then and now, affords just such an opportunity. The accumulated vital powers in leadership and performance are an essential in preparing the way for a twenty-first century not only quantitatively enormous and technologically beyond imagination, but with freedom and opportunity enhanced and the quality of life for all mankind improved.

It is my earnest hope that the talents and capabilities now being cultivated in the rising generation by the universities will contribute to the drive for peace, progress, and human development, through some form of public service.

In conclusion, I will bring us back to the here and now for a special call for additional and specific collaboration in the development of Federal career employees.

When President Johnson spoke at the dedication of the Woodrow Wilson Hall at Princeton University's Woodrow Wilson School of Public and International Affairs, on May 11, he announced that I was to head a Task Force on Career Advancement in the Federal service. He also said that the Task Force would study "an expanded program of graduate training which, with the help of the universities, can enlarge our efforts to develop the talents and broaden the horizons of our career officers."

The President said: "I also intend next year to recommend to Congress a program of expanding opportunities for those who wish to train for the public service. We will assist:

- students planning careers in Federal, State, or local government;
- colleges and universities seeking to enrich their own programs in this field;
- State and local governments seeking to develop more effective career services for their employees."

On August 24 the President announced the membership of the Presidential Task Force. It includes the heads of three Federal agencies and top-ranking representatives of private industry, labor, institutions of higher education, a foundation, and a professional society--eleven in all. This has been a very stimulating group with which to work. They devoted the past weekend to extended discussion of educational and training problems in public service.

They are studying recent advances in industry, the universities, and other governments and comparing them with progress in training in the Federal Government, so that we may apply the best of modern methods for the development of our Federal people. They will make recommendations to the President for action "directed toward the establishment of a training and education program in the Federal service responsive to the critical needs of our times."

With this clear mandate from the President, new vitality will be injected into Federal career development. We look forward to increasingly inspiring and productive collaboration with the universities, with special emphasis on their evening colleges, in the promotion and cultivation of excellence in Government.

EXCELLENCE IN THE PURSUIT OF LIVING THROUGH EDUCATION

Paul H. Sheats
Dean, University of California Extension
and Professor of Education, UCLA

As I undertook the task of preparing for my part in this up-to-now excellently planned program, I realized that of your general session speakers, only Bob Berner and I are within the family. Now, true enough, this has both advantages and disadvantages--the principal disadvantage being that as one among you who frequently has been lost among the trees--California redwoods, of course--I may be a poor prospect for surveying the woods.

There is one saving grace: the topic assigned to me is one on which I am sure most of you also have made speeches and, therefore, may be in a charitable mood. Moreover, the subject of excellence in the pursuit of living through education has been treated so thoroughly in the literature that the odds are against my coming up with any very startling new data. In fact, one of the first issues of the old Journal of Adult Education, dated January 1932, carried as a lead article, "The Gates of Excellence," in which that illustrious gadfly, Abraham Flexner, attacked the use of radio in educational programming as being too easy. He quoted the Greek poet Hesiod:

> Before the gates of excellence the high gods have placed sweat. Long is the road thereto, and rough and steep at the first. But, when the height is achieved, then there is ease, though grievously hard in the winning.

Luckily for Dr. Flexner, he escaped the television wasteland of today.

I should like to organize my remarks this morning under two main headings: (1) Excellence in terms of the individual and his efforts toward self-realization, and (2) Excellence in terms of our performance as administrators, programmers, and teachers in the discharge of our professional obligations as adult educators.

We can agree with the intellectual leaders of our society that the adult educator, in his attempts to establish personal and occupational identity, must engage in philosophical inquiry if he is to succeed in his search for the real meaning and relevance of his work--and his life.

In discussing the pursuit of excellence in living, no one would be so arrogant as to overlook our inheritance of Greek thinking on the subject, perhaps the best thinking that ever has been done by man on the subject of excellence, particularly excellence through education.

The famed paideia, described by Werner Jaegor, has no precise English equivalent, but scholars generally agree that the term connotates construction of the ideal human personality, a conscious building through education. In his master work on the Greek civilization, Jaegor points out that education is the method by which social and intellectual culture is transmitted, adding that, in the Greek tradition, the educational process was a deliberate attempt to create an ideal personality.

The concept can be illustrated further in Homer's long, tragic poem, The Iliad, which many consider to be the first great educational classic of the western world.

Achilles, hero of The Iliad, personified the Greek ideal, for he is described as a man who possessed areté, an excellence in "things that count." As we know, the motivation for the drive to excellence in the Greek world was obligation to self, not social duty, a concept which was to be developed later, during the Roman Empire. But the elusive excellence represented by arete became a model for western man. With the development of the Greek city-state, the idea of man as a citizen emerged, and the guiding rule of education was a flexibility, a determination to evaluate and re-evaluate excellence in terms of evolving values and standards of a changing society. It was in this manner that education came to epitomize the nation's values, a condition which we might re-examine today in light of our confusion and apparent lack of purpose.

Today's educators, while holding a special place in their hearts and minds for the idealistic approach to life, have become what George Kneller calls "pragmatists by default," by which he means that we, generally, do not really understand our own philosophy, finding it easier, instead, to rely on traditional American cultural values. These values, it need hardly be pointed out, are primarily pragmatic.

One's own definition of what constitutes excellence in himself can, of course, vary widely, and the individual's own values are paramount in the choice.

It is not my purpose here to pose a metaphysical problem, except to ask you to re-examine your activities and beliefs, to determine whether you really have a purpose, and, if so, what that purpose is.

While you are engaged in this unavoidably painful process, I would remind you of Secretary Gardner's wise words:

> There are types of excellence that involve doing something well and types that involve being a certain kind of person....We must foster a concept of excellence which may be applied to every degree of ability and to every socially acceptable activity.

Gardner's conception of excellence is built on two foundation-stones, both of which exist in the American society: (1) "A pluralistic approach to values on the many facets and dimensions of human experience," and, (2) "A universally honored philosophy of individual fulfillment."

The idea of excellence, he points out, is attractive to most people and inspiring to some. But, taken alone, it is a very abstract notion. It is not the universally powerful moving force that one might wish. We must, therefore, ask ourselves what are the moving and meaningful ideas that will inspire and sustain people as they strive for excellence.

Let me try to illustrate. One of the doctoral studies in adult education completed last year at UCLA used depth interviewing of a selected group of students at our San Francisco Extension Center. All of the students in the sample had the common characteristics of what Houle has described as "persistent learners" and were not enrolled in credit or certificate-type courses.

Student A, a middle-aged housewife, had attended Berkeley and collected straight A's for four years. She could accurately be described as an excellent student with an excellent record. It was not until four years later, when, disgusted with the apparent insignificance of her day-to-day activities, that she enrolled in a non-credit liberal arts course in University Extension. By her own testimony, she "came alive," and for the past fifteen years she has been an omnivorous learner. We may ask: Which of the two learning experiences aided most her search for excellence?

Student B, also middle-aged, was a successful business executive. He had a checkered--to put it mildly--formal educational record. A high school drop-out who was finally admitted to the University of Minnesota by examination, he achieved two undergraduate degrees in two separate institutions, with about 200 units sufficient to satisfy the major requirements in four different disciplines. Yet, by his own testimony, he never had found "excellence" in himself or the learning process. Now that he was finding, seeking, studying voluntarily for no apparent reason, he had discovered, for him at least, the true meaning of the term "excellence in education."

Again, we may ask: Which of the two kinds of learning experience by each of these adults aided most in their search for excellence?

Did a dutiful following of the regular curricular paths provide the best answer, or was it only at the point in life when these students explored the learning by-ways for answers which were uniquely their own that they found meaning in their pursuit of knowledge?

Certainly, it can be argued that until the individual identifies with the search for meaning and discovers the relevance of learning to his or her own life, excellence may be a specious term with which to describe the learning process.

Concern for the individual--concern for yourself--is not enough, however. Free men must see their goals on two levels--the level of the individual and the level of society. With this in mind, I wish now to turn to the implications of excellence for each of us in our professional roles.

Nine years ago, before this very Association, Dr. Samuel B. Gould, then President of Antioch College, delivered a simple sentence composed of only sixteen words. Many of you here today may remember it. Dr. Gould said: "In the last analysis, the quality of adult education is the quality of each of you."

In our society, every man has an obligation to live not only for himself, but to improve the social order of which he is a part. In my younger days, I liked to describe this second life purpose as "living with regard for the commonweal." Goals, then, must include both individual fulfillment and the strengthening of the society.

It is popular in these times to see the disintegration of our social order behind every adolescent beard and in the inflamatory phrases crudely splashed on picket-line banners. I would like to take this opportunity to place myself in the ranks of those who do not believe our society is crumbling.

As a matter of fact, I invite you to join me in standing with our Secretary of Health, Education, and Welfare, who has declared:

> I believe that most Americans would welcome a new spirit of moral commitment and an end to the apathy, indifference, and disengagement which have crept over the nation. The best-kept secret in America today is that people would rather work hard for something they believe in than enjoy a pampered idleness.

It would be a good bet that there are few people in this room who are afraid of hard work. Take it from an old-timer: if there are such among you, your careers in adult education will be mercifully short. However, in line with my admonition to view your responsibilities from a dual perspective, I would urge you to allocate an increasing portion of your efforts to the achievement of excellence in your role as an adult educator, administrator, or programmer. This is no easy task, and the need for guidelines is perhaps more critical today than it has been in the history of continuing education.

The first step toward excellence in professional leadership is taken when a program is developed according to carefully formulated and clearly stated objectives. I am convinced that the day of the client-dominated program is past and that continuing to "fly by the seat of our pants" can only end in disaster for higher adult education.

I am pleased to be able to report that at long last--after 75 years of experience, to be exact--we at the University of California finally have come up with a statement of program goals, which, in July, received Regents endorsement.

The mission of University Extension, as now stated, is to provide educational opportunity to the individual adult for his professional upgrading and updating, for his personal growth through cultural programs, and for his more effective participation in civic affairs. In the broader social view, it is also our assigned task to provide the mechanism by which the resources of one of the world's largest universities can be applied to the more rapid solution of statewide and urban problems.

Perhaps more important than goal-setting in the achievement of excellence will be the collection of adequate information with which, in operational terms, the specific tasks of Extension can be spelled out. Within the past week, I have written to the Vice President-Administration of the University of California proposing the establishment of an Extension Analyst position in the Office of Analytical Studies. I have suggested that this officer should secure all relevant data needed to develop a five-to-ten-year program to implement the broad objectives under which we now are chartered. This means projection of need among all the professional groups served by Extension; quantification, wherever feasible, of the outputs or benefits of each projected program; and, a casting-out, in budgetary terms, of the funds which will be required to achieve our goals.

It is our task, in California, as we perceive it, to extend opportunities in the identified areas to every adult citizen who is capable of benefiting from our services.

Our cultural programs provide education in the excellence to be found in the arts, music, literature, and the humanities, in such fashion as to assist the individual citizen to achieve identity and self-fulfillment as a mature, effective, creative individual. It will be of interest to you, I am sure, to learn that this portion of our well-defined mandate is self-supporting.

Our second responsibility is to provide a program which fosters professional development--and it is in this area that we find the tail wagging the dog, for the simple reason that the professional programs are fiscally viable, the worst of all possible reasons, of course, but a reality with which we are trying to cope. In presenting our programs in the professional, administrative, and managerial fields, we provide an opportunity for individuals to update their occupational competence and to keep abreast of the latest research in their respective fields. Because the professions themselves are in such financial good health, we have been forced into a position of using surpluses, derived from this portion of our efforts, to support other program areas.

We must, of course, advance our programs in engineering, in the sciences, and in the professions, but these vocationally oriented efforts must not obscure the primary obligation of the universities, the schools, and the volunteer agencies--a first obligation to create opportunities for man to reassess the human condition, to apply to the human predicament the best of the social sciences, and to cultivate the arts.

In short, I believe our primary purpose is to open to a wider and wider audience the treasure chests of our cultural heritage in order that the significance and meaning of our lives may be enriched.

Our situation in California brings to mind the remarks made by Hew Roberts, a visiting professor of education from Australia, at the 1964 commencement at the State University of Iowa. Professor Roberts told the graduating students that he believed there is a real question today whether the modern university is genuinely universal, or whether it is merely a collection of independent professional schools graduating "technical tradesmen."

"The pressure of technological learning," he said, "has created what is called the 'multiversity' (a term coined by the University of California's President Clark Kerr). We who devote our lives to training professional people have increasing difficulty in remaining university men and women."

Defining a university man or woman as a liberally educated person, one who studies a discipline for its own sake, not for its possible commercial education, he said:

> This is the person who has acquired the habit of intellectual integrity, who has learned to make opinions judiciously, and to defend them tenaciously--a person who has acquired a disposition to look beyond immediate goals to ultimate ends, his own and those of humanity.

Our third responsibility as the public service arm of the University of California lies in the area of increasing citizen responsibility. Our programs in this area are designed to be informative on contemporary issues which stimulate interest in local, state, national, and international problems, and which contribute to the development of an informed and responsible electorate. This area of responsibility for the adult educator is, of course, in the long tradition of American continuing education.

It is in our fourth area of responsibility that we in California are finding fresh excitement and challenge almost daily, for it is in the area of community problem-solving that we see an opportunity to make really meaningful progress in "toning up" our entire society. By providing educational and consultative services to government and private agencies in studying and attempting to solve the great sociological problems plaguing our state, we have high hopes of establishing patterns which may be of national value.

For the past twenty or more years there has been increasing evidence of a new, broad purpose of education, together with a slowly emerging acknowledgment of the value of education in fresh terms.

Today, this development is most readily visible in the expansion of government interest in education as a public good, as a principle factor contributing to economic growth, and as an institution of such importance that it must be regarded as an essential element in planning the progress of a social democracy.

The economics of education remained largely unexplored in the United States prior to the Depression; with few exceptions, justification for expenditures on education was presented in terms of benefit to the individual.

Once a different point of view was adopted by a harried national government, however, the subject of educational economics gained attention from theorists who regarded Keynes as their prophet.

In essence, the Keynesian central theme declares that a modern capitalist economy does not automatically operate at maximum efficiency, but can be made to approach that level by the intervention of government.

Congress further accelerated the Keynesian course when it passed the Employment Act of 1946, establishing government responsibility for increasing employment, production, and purchasing power. The act also created the Council of Economic Advisors, which for the first time brought professional economic thinking into close and constant proximity with the President.

According to economic theorists, this political event was the turning point for educational economics. By adapting the laissez faire conceptions of the value of education to the newly adopted policy of social planning, the transformation of education from a desirable consumer good to an investment in human capital was made to fit neatly into the new governmental policy of planned progress.

Many economists, financial experts, and research analysts embarked on projects designed to establish the relationship between education and economic growth, and to explore alternative methods of making effective investments in educational processes.

It was clear that the nation was committed to a policy of full employment, maximum utilization of resources, and escalated technological advancement. The role of education as a generator of economic growth was stated with enthusiasm by authorities, including William Haber of the University of Michigan, who declared:

> Education is not an expenditure. It is an investment. The input of capital and labor can account for only half of our gross national product. Education accounts for the other half.

Evidence is available in abundance that the American people are investing in education, regardless of their reasons for doing so.

The commitment to education is not, of course, absolute. There are alternative allocations of American resources. According to an item quoted in the September issue of the Phi Delta Kappan magazine, the United States government has spent $850 billion for war during a period of only twenty years. For this money, the medical and dental care of every citizen could have been underwritten for that same twenty years.

In addition, if only $100 billion had been available for other purposes, all the slum areas in the nation could have been cleared. For an additional $60 billion, we could have cleaned every lake and river in the United States of pollution. This would have left us $150 billion--and that sum could have covered the total cost of operating all the colleges and universities in the United States for a quarter of a century.

Investment in education would appear to be increasing in proportion to the emerging relevance of our universities to society. In his address to UCLA's graduates last summer, Chancellor Franklin D. Murphy declared:

> The land-grant tradition which this university has as an important part of its inheritance is great, good, and proven. It must not be jettisoned but further extended into new intellectual disciplines. We must be in the library, but we must be in Watts. We must be in the laboratory, but we must also be on the moon. We will be in the lecture rooms, but we will also be in the operating rooms. Without apology, indeed with undisturbed and, I hope, growing commitment, we will serve the world of pure scholarship and the world of man and his problems, and both with distinction.

Not far from the UCLA campus, in Santa Barbara, we are fortunate to have Dr. Robert Maynard Hutchins in what might be called "controversial residence." Dr. Hutchins' outspoken views on the state of our universities are widely known, of course, but you may not have had an opportunity to read his latest essay, published last week, in which he declared that universities have "ceased to exist."

"The general American view is that the job of the university is to process the young for the industrial society," Dr. Hutchins declared, adding, "It follows that the university has no role as the critic of that society. Any notion that the academic job is the pursuit of truth is obsolete."

While Dr. Hutchins' views are provocative, I cannot agree with him. There is simply too much evidence that our universities, rather than disappearing, are, through such public service arms as adult education, daily playing a more meaningful role in the development of a truly great society.

More than thirty years ago, George Counts wrote a pioneering pamphlet entitled, "Dare the Schools Build a New Social Order?" The question set off an educational controversy that still echoes through our halls. The issue was raised more recently by Francis Keppel, former Assistant Secretary of Health, Education, and Welfare, in his book, The Necessary Revolution in American Education, a volume which should be on every educator's "must" list.

In answer to the question: "Can and should our educational system take the initiative in social change?" Keppel's answer is a loud, clear, "Yes."

The "revolution" in Keppel's title, you will recall, is the educational upheaval which he maintains is necessary to obtain quality in education.

He gives American educators credit for bringing about "the first revolution," that of quantity, but he faults the system in the area of excellence.

In biting terms, Keppel points out that our ideal of equal opportunity for all falls far short for many; that the handicapped and the gifted, alike, are grossly neglected; that rural areas are limited in quality of instruction and access to specialized facilities; that the children of our slums and racial ghettos are deprived at school, as well as at home; and that, all too often, our schools are "locked fortresses" in the evenings and during weekends and vacations when adults need them.

In essence, Keppel's argument is a well-informed, thoughtful, and free-swinging challenge to change. Essentially, he provides a rationale for the new federal role in education, a development which is destined to play a major part in the lives of those of us involved in continuing education.

As Martin Klotsche observes in his new book, The Urban University:

> The university has a host of new opportunities to pioneer with fresh, innovative, experimental approaches to urban problems. Creative innovation, rather than performing routine urban services, is the vital role of the university. It should 'devote' its energies to what might be described as the frontier of urban extension, exploring and testing new ways of relating its intellectual resources to the need of the community for urban knowledge. As it moves into new frontiers it should seek to leave along the way trained persons, institutional arrangements and habits of mind--especially among urban decision-makers at all levels--that will so function as to enable it in good conscience to disengage its resources from established or repetitive operations and reinvest them in exploration. Thus the university can contribute continuously to the strengthening of the urban society and to the maintenance of its own vigor and integrity as a center and source of knowledge.

I suggest, however, that although the universities need to be "where the action is," their prime function should be as John Bebout of Rutgers pointed out at Syracuse University's recent "The University in Urban Society" conference, to insist, with all the power of their position, upon the necessity for basing action on knowledge; knowledge injected into planning, knowledge applied by properly educated administrators, and knowledge applied to evaluating and testing the results of action. If universities get too deeply into the action, they run the risk of losing their ability to make this vital point effectively.

The issue I am attempting to clarify is simply this: The university can be a tremendously effective agent to bring about needed change, but it must be careful of its own integrity in doing so. Last spring, for example, the University Extension staff in Riverside, California, conducted what is now rather widely known as "The Val Verde Experiment," a carefully controlled test of new teaching methods for use with disadvantaged children. The experiment concluded with evidence that a new variety of team-teaching could be used very successfully, but the University did not assume that it had a license, or a mandate, to insist on changes in the school system, even in the system in which the experiment was conducted.

As noted earlier, the criteria for determining the pursuit of excellence in living through education are, indeed, changing. The new concept of education as a social investment, and the new emphasis on social relevance, are two cases in point.

There is a third which is proving very disturbing to many educators. It is the application of technology to education. Gerald Grant, education writer for the Washington Post, recently estimated that the educational technology market in the United States already has reached the $500 million-a-year mark, with a potential of $5 to

$10 billion within the next decade. Officials of the Office of Education have reported that in the first year of Federal school-aid programs, local officials spent $200 million of Federal funds on education hardware, most of which Mr. Grant classifies as "junk."

Gerald Sykes, formerly of Columbia University and now a contributor to the Center for the Study of Democratic Institutions, has observed:

> The question is this: What happens to people when they are highly technicized, spared much of the drudgery of the past, and given opportunities that their ancestors never dreamed of? What has already happened to Americans? My answer, in brief, is that most people relish their opportunities and do not ask difficult questions about them. The vast majority are as pleased and as thoughtless as a child with a candy bar.

One of the most interesting recent articles to appear on the subject of the technological impact on social organization and education was written by Alvin M. Weinberg, who is director of the Oak Ridge National Laboratory and one of the nation's respected scientists. In the tradition of C.P. Snow, Weinberg seeks a solution to the conflict of society's "two cultures"--the scientific and the humanistic. Weinberg comments:

> In the past few years there has been a major change in focus of much of our federal research. Instead of being preoccupied with technology, our government is now mobilizing around problems that are largely social. Social problems are much more complex than our technological problems. The technologist is appalled by the difficulties faced by the social engineer; to engineer even a small social change by inducing individuals to behave

> differently is always hard, even when the change is rather neutral or even beneficial.

Weinberg develops the theme that the technologist expects man's intrinsic shortcomings and circumvents them, or capitalizes on them, for society's useful ends. However, he concedes that technological solutions to social problems tend to be incomplete and usually replace one social problem with another. For example, he points out that the solution to southern California's water shortage will be provided by technologists who will simply steal water from someone else. Within a few years, however, this "solution" will not be sufficient to meet new needs.

There is obvious hope in this suggestion that the technologists and the social scientists may work together toward a solution of the massive problems plaguing our society. However, it would be well, throughout the process, to keep in mind the fundamental question involved with any social arrangement: What kind of man does it make?

Alexander Meiklejohn, in his The Commitment of Liberty, points out that the essential aim of all human effort is that men and women and children shall grow in sensitiveness, in intelligence, in active, creative sharing in the work of the human spirit, in the human attempt to create sensitivity and intelligence in the universe.

I should like to close with a final admonition to myself and to my fellow deans and directors among you. Insofar as what we do can contribute to the pursuit of a better life through education, it will depend most of all upon the loyalty, devotion, and commitment of those who work with us, the professional cadre of administrators, program planners, and teachers. In tribute to them, I have modified for the use of the deans and directors an abstract from "The College and University President at Work":

> There is a great deal to be done. If I could do it myself, it would, of course, be done better than by anyone else. But, since I can't do it all, for there are only twenty-four hours in a day, I must delegate. Even if the work is not done as well as I should do it, it will be done relatively well. In any event, it is more apt to be done than if I tried to do it. /In a footnote at the bottom of the page this helpful admonition appeared: 'Probably it will be done better.'7
>
> The good administrator refers decision-making powers as close as possible to the seat of actual operation. He establishes rigid cut-off points on appeals, otherwise many of the problems sent out of his office for decision will float right back. He respects organizational channels but he does not chain himself to them. After he hands out an assignment, he keeps in touch with staff members to indicate his continuing interest in their performance. He makes available his experience and broad viewpoint without impinging upon their discretion. When aides make mistakes--and they will--he stands behind his staff.
>
> So that the dean or director can delegate as much as possible, he will choose strong administrative assistants with an appetite for responsibility. The consultative process demands that these be persons who can say 'no' as well as 'yes' in order to protect their leaders against ill-advised decisions.

Observance of these admonitions may well reduce the job-mortality rates for deans and directors by many fold.

GUIDELINES TO EXCELLENCE - AUEC

Now is the Time for Change

PRESIDENTIAL ADDRESS

Robert F. Berner
Dean, Millard Fillmore College
State University of New York at Buffalo

It is my task this afternoon to suggest ways in which our Association can provide better service to all its members, and thereby strengthen its position as a dynamic and viable organization in the field of adult higher education. I speak to you, not as a seer, but rather as a practitioner who, as your president this last year, has tried to continue our engagement in those activities which have led to our present strengths, activities which were developed and supported by the many dedicated persons who served as officers prior to this year--to these people we owe a vote of gratitude. Following my year in office, I feel that the time has come for us to change formally our objectives and our philosophy. If we are to reflect the variety of activities in which more and more of our member institutions are engaged, and if we are to provide the stimulus for quality programming in these areas, we must incorporate in our Constitution, in our By-Laws, and in our promotion literature the broader scope of our operations.

Among my other duties, I teach a course in business statistics which has as its core, "decision-making under conditions of uncertainty." One of the newer applications of a relatively old conditional probability theorem (Bayes Theorem) is that of adjusting prior probabilities as new evidence is gathered. Such new evidence tends to modify a belief about hypotheses, weakening the intensity of belief in some--and strengthening it in others. I submit, that the evidence accumulated on the new directions that we as member institutions have taken, demands that we modify our objectives.

You ask, "Why change?" Well, let's take a look at the statement of philosophy and of the objectives--and let's look at what might be said and why it perhaps should be said. I hope the look-tour is of interest--that you find the ideas worthy of further study and analysis. Unlike the reviewer of a book on penguins who concluded, "This book tells more about penguins than I care to know about," you hopefully, will find the ideas useful for your continuing consideration.

Let me turn first to the college credit programs for part-time adult students; we find that our statement of objectives is impeccable, focusing as they do on the improvement of the individual through "promoting high standards of professional excellence in the conduct of collegiate education for adults." Yet, all eight of the objectives speak to us in rather broad platitudes. I submit that they need to be supplemented by some rather specific "Guidelines to Excellence" particularly as they relate to credit programs in Arts & Sciences, Business Administration, Engineering, and Education. The image of the "Evening College" in the eyes of our regular session faculties and administrators must be raised above the level of what one of my colleagues described several years ago, as a back-door entry to a sub-standard college education which demeans the regular day session programs. Rather, we must have positive statements and enlightened curriculum planning so that the commitment to higher adult education (credit) is indeed strengthened. Such statements are not intended to impose rigid conformity to a set of inflexible accrediting rules and regulations; but rather will represent guidelines to excellence along a variety of routes and with differing objectives. We need to attract to this effort the very best faculty obtainable--not because they have fulfilled some arbitrary degree status; but because they have an interest both in scholarly attainment and in teaching. We need a commitment to integrate the teaching of part-time adult students into the total teaching responsibility of our universities. We need to guarantee service to the part-time adult student fully equal to that of the regular session student. In Father Deters' stirring speech, "Equal Under the Law," he pleaded that "the part-time student be recognized for what he was, a human person, entitled to higher education"; and he warned that, "our evening, adult and part-time students will be trampled out of existence by the hundreds of thousands of adolescents and the thousands upon thousands of graduates desirous of studying on a full-time base." When these pressures are reinforced and multiplied by pressures from professional accrediting groups, who want to impose some rather arbitrary rules on all extension credit programs which fall within or even near their sphere of academic and professional concern, we must ourselves promote most rigorously high standards of excellence in the conduct of all collegiate level programs for adults.

Now, I believe that the standards we recommend in perhaps a supplement to the by-laws must be hammered out on our own terms, and they must recognize differences among institutions as well as differences in objectives. And in this connection, I am proud to report that we do have a beginning, and a very significant beginning in the reports of four of the five Guidelines Committees which are now available for our review and direction. I would urge that the "Guidelines" reports be further edited and that they be combined into a single document which could be published by the Association and referred to quite specifically in the "By-Laws" to the Constitution. Certainly, our appreciation of the value of continuing education would make it essential that these "Guidelines" be constantly under review and subject to change as we gain new insights about and new strength in the dissemination of knowledge to the adult, part-time student.

Let me now turn to the other responsibilities of a dynamic and viable "Evening College." First, I believe we have a responsibility to build quality programs in continuing education--for the purpose of updating skills, of adding new skills, and of enhancing understandings of those people who are engaged in a professional or semi-professional occupation and who are no longer oriented toward degree-credit. Second, we have the responsibility to focus attention on the improvement of the community, directly, by serving as a catalyst within which community leaders and university leaders can carry on a dialogue about such things as: change inherent in rehabilitation and development; social problems spawned by change; and the need for cultural enrichment. In this way, we can attempt to prevent crises, to improve understanding, and to gain acceptance through wise use of university resources in achieving these ends. Aristotle recognized the importance of community improvement when he described politics as "the science of the polis...the activity which used all the other sciences to secure not only the good for man but the good of the whole city-state, since [he concluded] that is naturally higher than the good of any one man."

Although not all of our AUEC institutions are engaged in these latter activities (which are in the realm of continuing education--*free* of credit), the evidence is quite clear that more and more of our institutions are involved or are planning on becoming involved. Certainly Title I has encouraged many of us to be more concerned about the community in which we live and the multiplicity and complexity of the problems it has.

With these observations in mind, let us look at the "Constitution" of AUEC, its "Preamble" and its "Objectives." Several officers and members before me have encouraged us to update at least our objectives so as to better reflect current activities of member institutions; but, as always, there was and is reluctance to change. I believe the need for change has come of age; and two or three examples will suffice to demonstrate why--or at least they will suffice to stimulate discussion.

In Article II, Section 1, we read, "The purpose of this Association is to provide a forum for administrators of university evening college programs, whereby the concept of collegiate education of adults as a basic function and responsibility of the total institution may be promoted." I submit that this just doesn't say enough! Wouldn't it be better to say something like this: "The purpose of this Association is to provide a forum for administrators of college level programs in continuing education, both credit and credit-free, whereby the concept of continuing education as a way of life and as a responsibility of the total institution--may be promoted; and whereby the wise use of college and university resources in helping to develop and improve urban communities may be effectuated?"

Again, in Article II, Section 2, Item 1, we read, "The Association shall: emphasize as a primary goal the collegiate education of adults in evening programs." ...I ask, wouldn't it be better to say something like this: "The Association shall: emphasize as a significant goal the design of a system of continuing higher education which enables men and women who must fit their learning into a busy life to undertake programs of part-time study, credit or free of credit?"

As a second goal under Section 2, I would suggest the following: "The Association shall: emphasize as a significant goal the development of educational programs which are designed to improve the social and physical environment in urban communities and lead, thereby, to better living."

The question will be asked by several of you, just as it is asked by college presidents and college governing boards: "Why burden us with these heavy responsibilities inherent in the emergence of continuing education as a way of life? Shouldn't other agencies be given the task?" I would endorse the response given by the Honorable John W. Gardner to a similar question in the May 7, 1965, issue of

Science in an article entitled, "Education As a Way of Life." He said, "Continuing Education needs the kind of intellectual stimulus, discipline, and standards that the university (college) can provide. A link with the universities (colleges) can keep the whole system vital and effective." Beyond this, I would argue that the evening college, the extension division, the continuing education area of our colleges and universities has the expertise and the motivation to make the most impressive, imaginative, and effective contribution to all continuing education programming.

In this connection, we have another set of "Guidelines to Excellence," which should prove useful in developing new programs in urban extension and community service or in evaluating and improving old programs. I refer here to the "Guidelines to Excellence for Community Service Programming," prepared by Ernie McMahon's committee on "Guidelines."

As a final example of the need for change, there are identified in Article V of the Constitution--on committees--four standing Committees; namely, the Executive Committee, the Advisory Committee, the Nominations Committee, and the Audit Committee. And although the functions of the latter two are essentially self-evident, only the functions of the Executive Committee are summarized in the By-Laws. In 1962, there was published a "Cumulative Codification of AUEC Policies and Procedures" which describe in part at least the function of some of our committees. I would hope the By-Laws might be amended to include the functions of all standing committees. But even more importantly, I would urge that at least one more committee should be identified as a standing committee. This is a "Government Relations Committee" which would function much like our current "Legislative Committee," i.e., it would inform the membership of current legislation relative to adult higher education and would encourage legislation which is supportive of adult higher education. Beyond these, I believe that the new committee should be charged with the responsibility for establishing a communication link between the Association and such governmental agencies as the Office of Education of the Department of Health, Education and Welfare, the Department of Housing and Urban Development, the Department of State, et. al. Conceivably, the new committee might also inform the Officers of the Association and ultimately the active membership about opportunities for contracting as an Association with a governmental agency to accomplish an educational task in which the Association has interest and expertise.

Of course, there can be revisions suggested among the other seven objectives listed under Article II, Section 2, as well as elsewhere in the Constitution and By-Laws, but I would hope that there might be appointed a committee to study the entire Constitution. Certainly, such a committee could be charged with the responsibility of making a complete analysis of the Constitution and By-Laws in the light of new directions and new involvements, it could be encouraged to prepare a position paper for discussion at the regional level and at the national level, and it could subsequently recommend Constitutional amendments to the Executive Commitee and finally to the active membership, prior to next year's Annual Convention in New Orleans. By the way, I would urge that the Committee might also consider a change in the name of our Association. As I recall, George Grauel, in a most enlightened statement, dedicated to gore sacred cows, suggested that the words, "Continuing Education," be included in the name. Whether he suggested the following configuration of words or not, why not include in the committee's list of ideas: "A.C.E.C." --the "Association of Continuing Education Colleges."

Well, we have traveled quite a long way. I can see some of you squirming over the suggestion of change. It is good to have opposing points of view--and from the arguments I have seen and heard regarding our recommendation of change in the

Constitution to enable the inclusion of qualified community colleges as institutional members, I am confident that there will be many arguments on the suggestions I have made. But, I am also confident that when the vote is taken and a decision reached, we will all combine our talents and efforts toward making AUEC a still stronger organization.

Fellow deans, directors, assistants, and friends, if AUEC is to continue on the path to "Excellence," it is time for us to effect change. Victor Hugo once said, "There is nothing so powerful as an idea which has come of age." I say that the need for changing our Constitution and By-Laws has come of age. And you can be sure that one of the first things I shall do at tomorrow's Executive Committee Meeting will be to say, "Mr. President, I move that you appoint a Constitutional Amendment Committee and a Committee to Edit and Publish 'Guidelines to Excellence'."

Hopefully these efforts will give our Association a new thrust which will stimulate our members to care and dare to pursue excellence.

PART III

DISCUSSION SESSIONS

Strategies for Excellence

CONTINUITY EXCELLENCE - KEYNOTE

Discussion Leader: Thomas J. Dolphin
Clark University

Resource: Carl E. Hiller, Queens College
Maurice J. O'Sullivan
Sacred Heart University

Recorder: Rev. Robert J. Hous, S.J.
Canisius College

The very small group who participated in this discussion agreed that President Meyerson's talk was comprehensive and meaningful. Because of its broadness and generality, however, it left little room for argumentation or discussion, since most people would agree with the ideas expressed. The group spent some time trying to account for the kind of talk President Meyerson gave, and some participants suggested that perhaps it was part of the occupational hazard of being a college president and being constantly called upon to make speeches.

One participant objected to the speaker's introducing the topic of art (painting, music, etc.) into an address concerned with beautifying one's environment. Artists, he maintained, are normally not at all concerned with their environment and hence, no relationship exists between the artist and beautiful surroundings. On the other hand, others felt that a training in the arts should make an individual aware of the need of parks, urban development and beauty in our cities, and thus prepare the way for these practical expressions of beauty.

Our American attitude toward education tends to be practical and materialistic and here we can learn many lessons from the European. The common workman in Europe is familiar with music, but in America a highbrow stigma is attached to the arts. Our college education is advertised as a necessity for advancement in business instead of a positive good to the individual because of the intrinsic value of such an education. Perhaps the colleges are at fault in this since courses in art and music on a high school transcript are given no credit for entrance into college. It was felt that, as parents and educators, we must give young people a continuing orientation in the arts from grade school to high school to college, and in this way help bring about a lasting effect on our American culture.

EVENING COLLEGE INVOLVEMENT IN URBAN CHANGE

Discussion Leader: Kenneth Haygood, C.S.L.E.A.

Resource: Clifford L. Winters, Syracuse University
Kingsley Wientge
Washington University of St. Louis

Recorder: Roger Bell, University of Toledo

The chairman gave this group a point of departure for subsequent discussion by noting that evening colleges are involved in urban change and by offering the participants as a consequence, two fundamental questions: what do you do about it? and how does an evening college become creatively involved in urban change?

From this initial statement, the ensuing discussion focused upon three crucial issues:

1. The Development and Operation of Programming
2. The Role of the University in the Community
3. Faculty-Administrative Commitment

I. The Development and Operation of Programming: In the development and operation of programming, questions such as the following were raised: (1) What kind of organization is necessary to carry the programming? (2) Is it necessary to provide a follow-up evaluation? (3) What type of faculty is necessary to work with community people?

Mr. Kingsley Wientge offered some suggestions as a result of experience in working with community organizations.

1. Leave the campus.

2. Involve community people in planning their own agenda and priority of needs. (Don't present a program preconceived to be for their benefit.)

3. Assign relevant homework.

4. Offer graduation ceremonies.

5. Provide for follow-up evaluation. It was noted from experience that many plans were made with no funds requested for evaluation purposes. Consequently, many of the programs were limited, as it was impossible to tell what effect the programs had on the people or the community.

6. Select faculty people who are very sophisticated in community work.

II. The Role of the University in the Community: In working with the problem of programming, another concern that arose was that of the role of the university in the community. For example, questions which indicated concerns were: (1) Should the university leave the campus and become involved outside its "ivory towers"? And further, (2) Is the role of the university that of a leader or that of being merely a resource or sounding board for community problems?

It was generally accepted that each university would necessarily have to answer these basic questions for itself; however, it is important to note that many universities are now planning programs which are being funded through Title I and also in cooperation with local Councils of Social Agencies, OEO organizations, etc.

III. Faculty-Administrative Commitment: As an outgrowth of the role of the university in the community and subsequent programming, the concern of faculty-administrative commitment with the program became a prime concern. It was noted at this point, however, that faculty involvement in programming had the tendency to bring about subsequent identification of the faculty with the community programming. Furthermore, it was felt that letters to department chairmen and administrative officers indicating the role of the faculty in community programming had the tendency to reinforce faculty identification.

ADMINISTRATIVE PROCEDURES:
ADMISSION - RETENTION - DISMISSAL

Discussion Leader: Sherman V.N. Kent, Rider College

Resource: John P. Donohue
Loyola University of Chicago
Richard L. Burns
Educational Testing Service, Princeton
Myron A. Spohrer
Washington University of St. Louis

Recorder: Howard W. Benfield
Drexel Institute of Technology

The session consisted of three parts: a presentation by Myron Spohrer of the latest thinking and changes in Washington University's admission, retention, and dismissal policies; a presentation by Richard Burns of ETS' College Level Educational Program (CLEP); and a general discussion, led by Sherman Kent and John Donohue.

I. Summary of Presentation by Myron Spohrer

Key concepts or principles underlying the admission and retention of evening division students have been stated many times at meetings of the Association of University Evening Colleges and are reported in the official proceedings. Some of these follow:

1. The goals and programs of evening colleges should be geared to the needs of its students, i.e., the adults of the community.
2. Characteristics which affect learning differ significantly between adults and younger (17 to 21 year age group) college students.
3. Motivational factors which influence

academic achievement vary with age. The individual who performed at a relatively low level in high school or in college as an adolescent, might be able to succeed in college as an adult. It is assumed that changed motivation operates in adults who have met with frustration in reaching occupational goals due to inadequate education. This disappointment in turn leads to the acceptance of the importance of a college education, persistent effort, and ultimate academic success.

4. High school records diminish in reliability in predicting success in college after a lapse of time. General ability, rather than achievement in high school, assumes greater importance.

5. Aptitude for academic success in adults cannot be adequately measured by tests designed for adolescents. Special tests or, at least, adult norms are indicated.

6. Admission policies, standards and practices in evening divisions should reflect the different goals, programs and student characteristics.

In the light of these concepts, and in terms of the changing nature and quality of the day division of Washington University, University College undertook a review of its overall role and academic policy. A year-long study resulted in the following recommendations: 1) Comparable, not identical standards, between day and evening, should be adopted; 2) Higher admissions standards should be adopted but imposed gradually; 3) More stringent degree requirements should be adopted. Among other things, University College is now using the new Wientge-DuBois Test of Adult College Aptitude as a screening device. All this represents a shift from the "open door" admissions policy under which University College had been operating for many years. It also insists that its role is to emphasize quality or excellence in evening courses for those who can profit from participation.

II. Summary of Presentation by Richard Burns

Dr. Burns presented the newest College Board Program, known as CLEP (College Level Educational Program), a multipurpose program, but developed to serve three primary purposes:

1. To provide a method of translating college-level education acquired outside the regular college classroom by such means as independent study, correspondence courses, TV courses, on-the-job training, military schools, etc., into college credit.
2. To assist in the transition to upper division work both within and between institutions.
3. To provide valid and reliable achievement measures for institutional research purposes.

The program of examination is made up of two basic kinds of examinations - GE and SE.

GE are composed of five tests over areas common to liberal arts or general education first two-year undergraduate curricula.. The areas covered by the tests are -- English Composition, Humanities, Math, Natural Science, and Social Science-History. The tests are designed to be administered as a battery and together involve six hours of testing time. The tests yield a total of 13 scaled scores, a score in each of the five areas and two subscores in four of the five areas. Representative freshmen and sophomore normative data based on students enrolled in two- and four-year institutions are available.

SE are essentially end-of-course examinations to cover material commonly expected of college students in undergraduate courses in the area. These tests are 90-minute, objective, multiple choice examinations with an optional 90-minute essay section also available. Ten SE are currently available with an SE in General Psychology slated for availability in April. Five new SE are under development this year to be available next fall. New SE will be developed each year.

Both the GE and SE are currently available only on an institutional basis, i.e., colleges make arrangements with ETS to administer the tests to students of their choosing at times of their choice.

ETS is currently exploring ways of extending CLEP to the unaffiliated student. ETS feels that its primary application in this respect is to the adult. ETS is eager to work with evening college deans in determining how best to meet the educational needs and aims of adults as well as those of our institutions.

III. Summary of General Discussion

There are many and various pressures placed upon the Admission Committee in any credit college. There are pressures of the college itself to uphold academic standards. There are budgetary pressures. There are the pressures of neighboring institutions. We must use national tests, standard records, high school ranks and then our own consciences must be involved. All these matters come to bear upon the admission policies. Although there are many pressures upon an Admission Committee, we should continue our faith in our ability to determine whether or not a student should be admitted. A student may have been out of school for a given time, but the mere lapse of time should not cause us to refuse admission. We must become more personal and get away from automation. We must move toward excellence in improving admission policies.

The Admission Committee must closely examine all criteria. There is no problem in dismissing a "dead beat." There are students who may be admitted as marginal students and those whose performance becomes marginal. The question arises whether or not a student whose performance becomes marginal should be dismissed. We cannot retain a marginal student with no action. We must make a definite decision, to drop or to retain. We should make a careful review of the record and closely examine all data which we have, realizing that even these are imperfect. We should consider what is in the best interest of the student. We should interview the student and direct him towards whatever counseling and testing he may need.

The college which retains students of poor scholarship acquires a poor reputation. Admission of poor students from the day school, subjects the evening college to a poor reputation. We should determine how to dismiss a student by a sane method and not by a computer.

Certainly an admission policy must consider the difficulty of courses offered. It is poor policy to admit a student who has little chance of success. He should be directed to some other type of program that will suit his ability. Admission officers must be well aware of the demands of the courses.

When forced to make admissions decisions, it is suggested that the admissions officer share these problems with assistants. It can be made a learning device for them. It may be possible to allow some of the marginal students to take 6 to 9 credits before making a commitment. A student may not be required to become a degree candidate until he has completed 45 semester credit hours. A review might be made after 15 hours of work and decisions made then. Often a student may prove himself and his motivation in a non-credit course. The motivation may be determined by use of non-verbal tests. Verbal and non-verbal tests should be used to determine what the student has done in his life up to the time of admission. Such tests of ability should give some indication of the level of achievement these students might attain. Students who may have had disastrous previous college experience may, after some years, be tested for motivation and many such students have been very successful. Marginal students may be admitted as unclassified or non-matriculated students and limited to a prescribed course of study.

ADMINISTRATIVE PROCEDURES: PROMOTION AND PUBLICITY

Discussion Leader: T.L. Weber,
University of Tennessee

Resource: Lawrence A. Allen, University of Kentucky
Milton Stern, Wayne State University

Recorder: N. Lee Dunham, Baylor University

T.L. Weber began the discussion by asking Lawrence Allen his opinion of the practices of telephone solicitation of former students to secure desirable enrollments in specific credit classes. Mr. Allen indicated that he believed this type of contact was both desirable and appropriate. He emphasized the personal nature of the phone call and said it was even more effective when a long-distance call was involved.

Milton Stern felt that the telephone might be more effective as a means of counseling when used by a person who has active interest in and knowledge of the programs offered, than many of the present assignment procedures of many colleges and universities, which assign students to uninterested counselors. John Blake, of Maine, pointed out that the telephone was a good means of follow-up when inquiry is made about programs to be offered.

Dean Joseph Gallagher of Franklin and Marshall expressed astonishment at the thought of telephone recruitment, and was most fearful of the resultant "image" of the "Evening Colleges" which this activity might engender, should the day faculty hear of it. It was pointed out by several that, since the means was honorable and directed largely to students who had previously met all entrance requirements, the result was the important consideration in this instance.

Freda Goldman of CSLEA, Frederick Burges of Villanova, John C. DeLaurenti of Elmhurst College, along with others, expressed the thought that this activity was not only appropriate but desirable and also urged newspaper advertising, circularized printed schedules and radio and television announcements about total programs and individual classes. William Utley, of Omaha, felt that it was desirable to have a coupon in newspaper advertising to make it easier for the interested person to receive additional information. The fact that the soap companies and other industrial businesses used this "gimmick" was of little concern if it enables the evening colleges to offer quality programs to quality individuals, thus, providing greater opportunity for satisfying the educational needs in their respective communities.

The discussion continued for an additional 30 minutes beyond the scheduled cut-off time. It was felt that more time should have been allowed in this case.

SPECIAL DEGREE PROGRAMS

Discussion Leader: Andrew Jaros
Northwestern Connecticut
Community College

Resource: Richard D. Robbins
Johns Hopkins University
Edwin H. Spengler, Brooklyn College

Recorder: Roy H. Ilowit, C.W. Post College

The session divided itself into three sections: 1) a presentation by Dean Spengler of the Special Baccalaureate Degree Program for Adults at Brooklyn College; 2) a presentation by Dean Robbins of the various advanced degree programs for adults at Johns Hopkins, with special emphasis on the Master of Liberal Arts program; 3) and a question and answer period.

I. Summary of Presentation: Special Baccalaureate Degree Program for Adults at Brooklyn College

1. History: a) Began in 1953, with a grant from CSLEA. b) Based on the assumption that adults could be admitted to a degree program on the basis of previous experience or self-education, and could receive college credit for these; and that such adults would be interested in a new program of instruction, different from that normally given to younger, day students. c) By 1956 the program became self-supporting. The program now admits fifty students per semester; one hundred fifty have graduated to date; eighty-five with honors. Eighty-six have gone on to graduate studies, and many already have graduate degrees.

2. Program: a) The selection of fifty from approximately three hundred applicants is based on a questionnaire devised from guidelines

established by a nine-member Faculty Advisory Committee. b) The first year consists of four seminars - each a compendium of material from Humanities, Social Sciences, Communication skills, and Sciences. The second year involves counseling for elective credit based on life or work experience. Students prepare materials for appraisal by faculty. c) Up to thirty-two credits may be earned in this way. Any credits over this amount requires approval by the Academic Standing Committee.

3. Summary: The program enables adults to achieve degrees more rapidly than would normally be the case, in a manner educationally more valuable to them. Also, it served and serves to sharpen the thinking of the faculty in terms of goals, evaluation, standards, etc.

II. Presentation: Johns Hopkins and Special Degrees.

Richard Robbins pointed out that Johns Hopkins was primarily interested in special graduate degree programs. He suggested the possible development of special programs such as: 1) Adult degree programs within departments, either using regular department requirements or altering such requirements; 2) Inter-departmental adult degree programs, such as language and English; 3) Non-departmental degree programs, utilizing a committee from a number of departments to help with all aspects of the program; 4) Special interest degree programs, such as Police Security and Computer Science. He noted that the workability of any of these depends, of course, on the structure and commitment of each institution.

Mr. Robbins then summarized the Master's in Liberal Arts Degree and Johns Hopkins.

1. Began in 1962. Requires the completion of

thirty credits, no language, no thesis. It is non-departmental in nature; committee operated and regulated. There were 159 applicants the first year, with 639 students currently active; 119 have received degrees. The mean age of the candidates is 38+.

2. The Program is based on an in-depth study of a specific academic area in liberal arts.

3. Johns Hopkins is considering other special graduate programs for adults as a result of the success of the present program. The program, incidentally, has resulted in good publicity for the evening college.

III. Question and Answer Period

Q. How is the degree at Brooklyn College identified?
A. As a B.A. degree.

Q. Is the Brooklyn College degree accepted by graduate schools?
A. Yes. Most of the difficulty was in selling it to local faculty. This was solved by getting faculty involved. Graduate schools were sold on the fact that this was a Brooklyn College degree. Once students were in graduate schools, there was no problem.

Q. What is meant by the Brooklyn College requirement of "last year in resident"?
A. The last year of work must be taken at Brooklyn College.

Q. How are faculty obtained for seminars in the graduate program at Johns Hopkins?
A. All evening college work is called over-load, and is compensated accordingly. (At Brooklyn College some of the teaching is part of the regular load.)

Q. What about teacher certification and the Johns Hopkins program?

A. There are many candidates for certification in the MLA program. There are some areas to which this program does not apply.

Q. How is the teaching load limited? How much overload may a faculty member carry?

A. This varies by region and institution.

Q. What is meant by the term "special" in the Brooklyn College program? What mechanics or techniques are used? Are such things as independent study, new formats, and proficiency examinations used?

A. All the above are used. Most important is the use of four seminars for 64 credits in place of twenty courses.

INTERASSOCIATIONAL COOPERATION

Discussion Leader: Kermit K. Johnson
Manatee Junior College

Resource: Glenn L. Bushey
University of Chattanooga
Rev. Richard T. Deters, S.J.
Xavier University

Recorder: Melvin E. Fuller, Roanoke College

Primary discussion centered around two-year colleges and their new association with A.U.E.C.

Consensus indicated that this was the critical time to admit two-year institutions to full membership. We could not wait another year because by that time they would have had an organization of their own.

John Conner, of Massachusetts Bay Community College, indicated that he had profited from contacts with A.U.E.C. members in his city. He knows other two-year institutions will also profit from having these resource people to draw upon. He pointed out that he has been attending regional A.U.E.C. meetings for eight years.

Robert Pease, of Rochester Institute of Technology, noted that his institution had been working with a number of two-year institutions in the Rochester area in an "Upward Bound" project; it has proven to be a mutually rewarding and profitable association.

Kermit Johnson cited the fact that Florida has two new senior level colleges being fed by the thirty-one junior colleges. Students going into their last two years are doing very well academically. In fact, a number of them are doing better than the students taking all four years at the senior institutions.

A general discussion revealed that some colleges require considerable prerequisite work from two-year institution transfer students. One institution transfers only 18 hours. Some others require an entrance examination.

The group was reminded that there are generally two different programs in two-year colleges - terminal (career) and college parallel. Kermit Johnson stated that 40% of the junior college graduates in Florida go on to senior colleges.

The adult student seems to be breaking down the negative attitude toward graduates of two-year institutions. James Southouse, of the University of Bridgeport, said that these older students would not accept such negative attitudes by college administrators.

Hy Lichtenstein agreed, and noted that Hofstra accepts 64 credits from two-year institutions. He also pointed out that we will have to work with these two-year programs whether we like it or not. In Nassau County, New York, the public community college opened only five years ago and today it has over 6,500 registrants in the evening session. This type of growth will affect the enrollment in all contiguous private institutions.

Daniel Lang agreed and said we must go out and get qualified two-year graduates to enter our institutions to complete their degrees. He noted that there are nine public two-year institutions with over 35,000 students in Chicago. He urged us to read or reread Black Angus On The Academic Ranch to remind ourselves that we could all do a better job and that we need to stop "throwing stones" at other institutions and their programs.

Miss Joanne Schwartzatt, of IAESC, stated that her organization and A.U.E.C. had the same goal: better education for evening students. Through a sharing of ideas and information, both students and administrators could better understand each other's problems.

CONTINUITY: EXCELLENCE - INDUSTRY

Discussion Leader: Gurth I. Abercrombie
Northeastern University

Resource: Stanley J. Gwiazda
Drexel Institute of Technology
Robert C. Osborne, Pratt Institute

Recorder: Howard A. Ward, University of Detroit

In addition to the scheduled resource personnel listed above, the Chairman invited Dr. Robert Milton to join the panel as an additional resource person.

The Chairman introduced the members of the panel and gave a brief introduction of the subject and its relationship to the members of the AUEC. He stressed the need for a continuous dialogue between education and industry. He was particularly concerned with the evaluation of teacher effectiveness in teaching applied subjects and with our attempts to inspire creativity in adult students.

Mr. Osborne stated that sound faculty interviews in depth by the dean might serve as a method of screening out certain applicants. The dean should look for some display of imagination and creativity in each new faculty applicant. Mr. Gwiazda agreed with the concept but noted that this should be the responsibility of the departments in large institutions. He stated that the evening dean cannot keep track of each part-time faculty member when their numbers exceed two or three hundred.

Dr. Milton noted that in industry, the drive for innovation is basically a product of environment. In industry there is an organized attempt to permit researchers sufficient freedom to try things. He urged that our colleges stress the goals and objectives of our society, and then teach students to reason to logical ends.

At this point, the Chairman invited participation from the floor. Dr. Milton was asked from the floor to comment upon industry's experiments in the field of decision-making. He responded by describing a current attempt at group dynamics by Union Carbide Corporation. In effect, the experiment is one of involving top and middle management in the identification of a problem and in reaching a consensus as to the most appropriate course of action. He stressed, however, that execution was not a group function but an individual responsibility.

From the floor the question was asked, "What if top management does not accept the group decision?" Dr. Milton noted that top management was always a member of the decision, took part in its formulation, and had the final veto, which is consistent with good management practices.

From the floor it was noted that this system parallels closely the idea of the faculty senate found in most universities.

Also from the floor it was mentioned that group decision-making is a part of a movement underway in this country, wherein faculties, labor unions, management groups, etc., all demand participation in those things which affect their lives.

From the floor this question was asked the panel, "Is group decision-making appropriate in the construction of curriculum and, if so, should students be involved?"

Mr. Gwiazda noted that many times students are interested in courses and programs which lead to the resolution of current problems. In his judgment, the educational programs should be keyed to the future more than to the immediate difficulties.

It was noted from the floor that many institutions attempt to utilize the thinking of the students in curriculum development and that, if properly executed, the system of involvement is an excellent educational tool.

Also from the floor, in the judgment of one dean, many university groups and many committee members are primarily interested in protecting their own rights and privileges. Such groups are very difficult to motivate and to become daring and innovative. He feared that many committees render mediocre decisions simply because such decisions constitute a workable compromise between the present situation and a truly creative course of action.

One dean stated that historically, new managers have always used a version of group dynamics in decision-making. Opinions were solicited from their colleagues and the ultimate decision was shaped by many people. Now we formalize it into a committee, keep a record, and vote on specific proposals, but fundamentally, the idea is the same.

From the floor, the question was asked if occupational mobility would not at least partially interfere with present performance. The thought was that certain individuals may concentrate on looking toward the next job rather than on performing to capacity in his present responsibility.

Dr. Milton acknowledged the danger mentioned above and stated that industry tends to cooperate in this occupational mobility. On the other hand, there are many transfer experiences which aid in group dynamics. Industry recognizes this by greater and greater efforts to secure personnel from outside and is not committed to promotion within its own ranks.

FEDERAL LEGISLATION AND PROPOSAL DEVELOPMENT

Discussion Leader: Martha L. Farmer
City College of New York

Resource: Alexander N. Charters
Syracuse University
Thomas J. Desmond, Utica College

Recorder: Thomas J. Wynn, DePaul University

The group pointed to the fact that practically all of the institutions represented at the discussion session were in some way or other active in programs which involve federal funds. It was further pointed out, however, that many individuals present at the session neither participated in, nor had knowledge about how they might participate in programs that fell within the purview of federal legislation. Most in this category indicated a strong desire to get at the sources of information pertaining to funds (public, private, federal, state, or other) available as well as to descriptions of the kinds of programs such funds would help promote or support.

Some of the group suggested a number of "source" books as well as a number of organizations which can provide such "source" information. A few of those mentioned are: the 3M Company's Directory; the Russell Sage Foundation Library in New York City; the Commerce Clearing House; the U.S. Government Printing Office's *A Compendium of Statutes Administered by, Delegating Authority to, or Under Which Authority Has Been Delegated to the U.S. Office of Education, Department of Health, Education, and Welfare* (#50-271 o, Companion Print 2); and the *Catalog of Federal Programs for Individual and Community Development.*

It was recommended that AUEC's Research Committee might assist the membership by developing and periodically distributing lists of such source agencies, foundations, publications, etc. It was also suggested that they might list the name of the appropriate state agency administering programs which are delegated by the Federal Government to the states, as in the case of Title I of the Higher Education Act of 1965.

A strong recommendation was made that one office at each institution should be responsible for preparing and submitting proposals. It was noted that guidelines for proposal submission are usually provided within the legislation.

Mention was made of some of the pitfalls inherent in "matching grant" proposals; it was suggested that good planning required consideration of the possible hazards arising from such matching before proposals were submitted.

When the discussion centered on AUEC's role in this area, it was pointed out that the individual institution had to develop its own proposals, but that AUEC could assist on guidelines and in interpretation of them.

The question arose as to AUEC's possible influence on federal legislation. It was readily admitted that AUEC has had little impact, primarily because it is relatively unknown in Washington. The consensus was that in areas germane to AUEC's concern, it should be heard in hearings conducted by the Congress.

In connection with such participation, discussion arose concerning the definition of "full-time" and "part-time" student and the need for AUEC to seek uniformity and reasonableness in such a definition among government agencies. It was recommended that the Research Committee be requested to make a study of the standards and practices of such definition on the graduate level. No such recommendation was made as to the undergraduate student in view of the ongoing study of the Joint AUEC-NUEA Committee or Uniform Data.

ADMINISTRATIVE PROCEDURES: EFFECTIVE REGISTRATION

Discussion Leader: Kenneth B. Settle
University of Cincinnati

Resource: Ralph Hyde
University of Tennessee at Memphis
Alban F. Varnado
State University in New Orleans

Recorder: George E. Grauel, John Carroll University

The group implicitly accepted two basic principles about design and administration of registration processes: (1) Each institution must tailor its procedures to its individual needs and circumstances; (2) At the same time, much can be learned from the experiences of others, and it is useful to visit other institutions before adopting any major change. Essentially, the discussion, therefore, did not attempt to arrive at absolute or inviolable principles, but rather attempted to share experiences with practices and solutions that have been found to be helpful. Five chief matters were explored in this light.

On the problem of course changes, it was felt that a deadline, tied up with recording of W's and F's, is indispensable and that inventory of available space must be carefully controlled, preferably by dean or registrar. Although the majority did not charge a course-change fee, it was felt that this device tends to reduce the volume of changes. Another useful device is restriction of changes to a particular day, on which no classes are held.

Controlling class size and cancellation of sections are actions, the group felt, best exercised by the dean. This authority, however, along with authority to open new sections, is best used with departmental collaboration or concurrence. The predominant opinion was that departments tend to proliferate sections, thereby increasing later cancellations, and hence control of schedule by the dean is the best practice.

There was virtually unanimous acceptance of the principle that some form of academic advisement of students should precede registration, and the majority reported that they provide this by instructional departments, sometimes supplemented by special staff. Rather few offered additional pay to departmental personnel for this function.

The prevailing practice on collection of fees was to require payment as a condition of completing registration; about one-third permitted this payment at registration to be a specified portion on a time-payment plan. Some accept mail registrations without payment and hold them until a deadline for payment before processing them.

Slightly over half of the participants conduct some form of early registration, and mail registration also was very common. These advantages of mail registration were recognized: (1) more even distribution of student-advising load; (2) reduction of time needed for in-person registration; (3) early discernment of need for additional sections; (4) elimination of the influence of inclement weather; (5) investment of funds received by early payment; (6) reduction in emergency students' loans; (7) improved public relations by elimination of long lines of waiting. These benefits, it was felt, more than offset any possible increase in course changes that result from mail registration.

ADMINISTRATIVE PROCEDURES:
FACULTY SELECTION AND RELATIONSHIPS

Discussion Leader: Donald L. Peets
Sir George Williams University

Resource: Robert E. Chiles, Hunter College
Rev. Frederick L. Canavan
Fordham University

Recorder: Natalie M. Press, Hofstra University

Donald Peets introduced the topic with the statement that no matter what the theme of a convention might be, a panel on faculty selection and relationships would always be present. He announced that Faculty Selection would be presented by Father Canavan and Relationships would be discussed by Dean Chiles.

Presentation: Selection

Father Canavan listed the criteria for the ideal evening teacher - essentially full-time because of the resulting continuing influence and the three-fold requirements of up-to-date and dynamic teaching, active membership in the community of his discipline, and availability for service to the university.

Unfortunately, evening teaching cannot be projected against this ideal since so much of it, governed by the need for last-minute staffing because of registration uncertainties and budget considerations, is performed by part-time instructors. In addition, there is reluctant cooperation from day deans and chairmen, and the full-time staff is not encouraged to teach evenings. The saving factor, in the metropolitan area, is the pool of academic talent created by people who want to teach as a secondary source of interest or income.

To achieve excellence in evening teaching it would be necessary to:

1. Have more full-time people
2. Require counseling and office hours from part-time instructors and compensate for these
3. Compensate for research hours by part-time faculty

In short, the level of support for evening instruction must be increased.

Dean Chiles introduced his area of administrative faculty relations by setting forth three areas in which we should strive for excellence: orientation, evaluation, and morale.

Since to most evening faculty teaching is a secondary occupation, and since many are strangers to a college teaching situation, we must indoctrinate new teachers in ways of the institution - its policies and procedures. This could be done, for example, by a general meeting, a manual, or department meetings.

At Hunter, they stress the evaluation of new teachers. New faculty members are observed twice each term by senior members of the department who submit written reports to the chairmen. There is some resistance to this by the faculty. Faculty evaluation by the students could also be a guide. Control over teaching quality could be enforced by one semester appointments.

The morale of evening instructors must be raised. Because admission standards may be lower in the evening and some evening schools have an open-door policy, faculty is inclined to consider evening students second-rate and, therefore, their teaching jobs second-rate. To attract good teachers to the evening operation, we should stress the positive aspects of such teaching; the diverse student body, the challenge of this more mature group of students. Dean Chiles exhibited a pamphlet containing articles by the full-time evening faculty at Hunter, which stressed these positive aspects, and made copies available to the group.

Discussion

The discussion centered mostly around evaluation. In addition to evaluation by the administration, a great many of the participants felt that student involvement in faculty evaluation was worthwhile. Uses of this measure ranged from an appraisal requested by the instructor, with the results known only to him, to formal polls of student reaction by the administration. Father Canavan pointed out that this latter action could well be a popularity poll, engendered by a combination, on the part of the teacher, of "fireworks, histrionics, and mercy."

Donald Peets raised the question of the extent of commitment of full-time faculty as opposed to part-time faculty. Dean Hackett of Rhode Island reported that a survey of 2600 students at his institution, designed to rate effectiveness of instructors, found that out of the top fifty, twenty-six were regular full-time staff members while twenty-four were part-time.

The general sentiment of the group was that full-time faculty members were preferable to part-time because of the continuity that could be achieved.

EXTERNAL RELATIONSHIP:
INSTITUTION AS A COOPERATING AGENCY

Discussion Leader: Curtis H. Moore
Rockford College

Resource: Hamilton Stillwell
Wayne State University

Recorder: Virgil Alexander
Northern Illinois University

Dr. Moore opened the meeting with a brief explanation of the title of the meeting and then introduced Hamilton Stillwell, who gave his views on cooperative relations, summarized as follows:

It would be difficult to place too much stress on the necessity of cooperating relationships if the continuing education program is to be at all successful. Seven critical areas for such cooperation are:

1. Government
2. Industry
3. University (One's own)
4. Other Educational Institutions
5. Social Service Agencies
6. Professional Organizations
7. Cultural Organizations

If the relationship with these is to be at all successful, we must strive for and attain, if possible, excellence but not at the expense of our integrity. The activities and relationships must be worthwhile and contribute something to the institution as well as the students. The search for truth often leads to problems. Many organizations need help on finding the truth; but if, for example, we help in the study of the housing problems of our city, we must be prepared to face the mayor and the housing authority no matter what the consequences. We should not accept federal assignments only because money is available. We must always be ready to face up to the credit vs. noncredit controversy.

There are many areas of cooperative relationship that might solve problems rather than cause them. The opportunities in working with junior colleges are almost unlimited. They may be persuaded to make space available for special activities or for offering upper division courses by a nearby four-year college.

Ways need to be devised to involve faculty in continuing education programs. Joint appointments with industry is another possibility for cooperative action. Wayne State University has contracted with NASD to examine materials and disseminate information to industry.

The field is unlimited and the values equally as great.

Although the discussion went in several directions and involved a number of problems and topics, it always came back to the problem of cooperation between private and state colleges and universities.

In almost every state there seems to be some attempt, formally or informally, to coordinate the activities of state institutions. This is not true in the case of private and state schools. In some areas the private schools have worked together. There has also been some coordination in the Title I program of the Higher Education Act and other isolated examples on a small scale. In general, however, this needed cooperation has not existed. The need, it was pointed out, was just as urgent with the junior colleges.

Many reasons for this need are obvious. It certainly would promote greater efficiency and would strengthen programs in cooperating institutions. It was pointed out, too, that without cooperation, continuing education programs of private institutions might be forcibly eliminated or would have to change their activities and directions drastically.

Despite the lively and provocative discussion, and despite the many examples of cooperation, the note was often one of pessimism, especially when the discussion related to the private and state institution problem, which it did quite often.

CONTINUITY: EXCELLENCE - EDUCATION AND AUEC

Discussion Leader: Rev. Edward C. Pappert, C.S.B.
University of Windsor

Resource: Daniel R. Lang, Northwestern University
Raymond P. Witte
Loyola University of New Orleans

Recorder: Carl H. Elliott, Purdue University

NOTE: Both Robert F. Berner and Paul H. Sheats, for whose addresses this session was continuity, were present for substantial parts of the discussion.

Father Pappert opened the session by noting that both speakers at the immediately preceding sessions had shown that there is room for excellence in AUEC. Today's excellence may be tomorrow's mediocrity. However, excellence is a matter of achievement and is not measured by organizations to which institutions or persons belong. (This earning of excellence pervaded all the various facets of the subsequent discussion.)

The problem in the evening college is one of control of quality at all levels and the fundamental objective is morale. Father Pappert pointed out that if the evening college and its personnel are willing to settle for less than excellence they will be less than excellent. Excellence in AUEC, then, depends upon strategies formulated by this group and others which need to be forwarded for consideration by the Association executives.

The members of the session explored the various aspects of excellence from President Berner's and Dean Sheats' addresses.

The matter of renaming the Association, as suggested in the Presidential Address, evoked extensive discussion. Dean Witte noted a failure to evolve a suitably defined nomenclature as indicated by confusions among the terms "community college," "university college" and "evening college." Dean Lang questioned the use of "continuing" as a fad term. President Berner defended keeping "higher" as a descriptive term to help differentiate activities of represented institutions from lower order activities and the group concurred. The "evening" part of the name was questioned inasmuch as work to which many members address themselves is conducted during daytime hours.

Dean Clifford Winters summed up this part of the discussion with the observation that the name in the local situation should be that one which best serves the administrator and his institution in his community and that what is really important is the scope of the activity. The matter of a name change for the Association will require thorough study of all the points raised here and in other discussions.

A second matter involved in the pursuit of excellence as raised by the addresses concerned relations of the Association and its members who are predominantly administrators, with other groups, such as accrediting agencies, the Council of Graduate Schools, and our own faculties. This raised issues such as the consideration again of the proposal that AUEC might become an accrediting agency as a means of overcoming obstacles posed by accreditation by day-school oriented groups and as a means of avoiding the inference that standards have been lowered by the eligibility for admission of junior colleges to AUEC. General reaction was negative and included comments that accreditation would be restrictive and would eliminate the present free interaction in AUEC; that junior colleges may well become strong in standards as they mature; that guidelines are desirable but that rigid standards are not.

Relations with graduate deans and the place of graduate study in the evening college seems to be a major problem in some, but not in all, institutions. All agreed that further dialogue with graduate schools is important and that we need to be more inventive in the use of resources (e.g., the "community of scholars" and library of industrial R & D operations with which we may have contact).

Beyond this, a point of major emphasis is the need to involve high level faculty at the planning stages of evening college activities rather than just using them on a "consulting basis" for teaching courses already conceived and structured. Such planning discussions should seek faculty help in making offerings, especially "credit-free" courses, truly university offerings and in insuring that these serve the community. Faculty interests might revolve around such matters as the nature of the student, how the faculty member can relate to the student, how the course can relate to the faculty member's interests, and how the evening college or continuing education activity might relate to the total pattern of the institution.

AUEC RELATIONSHIPS WITH PROFESSIONAL ACCREDITING AGENCIES: AACSB, ECPD, AND NCATE

Discussion Leader: Thomas J. Bryde, Iona College

Resource: William F. Kelly
University of Louisville
Edward F. Cooper
University of Maryland

Recorder: William D. Barton
University of Tennessee

The group voiced the general opinion that the professional accrediting agencies are unaware of what AUEC is doing and attempting to do with respect to programming, staffing, service to the part-time student, and objectives of AUEC as an association.

The question was asked, "Why do these accrediting associations look at evening colleges the way they do?" Among the answers were the following: (1) The day-oriented faculty just do not think of us in setting up their own regulations and objectives; (2) As AACSB looks toward professionalization of business, the argument is given that the part-time student is second class because one does not pursue the study of law or medicine on a part-time basis; (3) We make money with evening programs, so there must be something wrong. We need to spend more money on evening programs; (4) They do not know what we are doing - we need to supply them with more information so that they can understand our objectives.

After several questions relating to interpretation of standards of the various accrediting agencies (for example: "What does AACSB mean by the statement that the dean must have participating control of all business programs within the institution?") it was pointed out that visitation teams from the accrediting agencies who evaluate programs at different institutions have varying standards. The guidelines used by visitation teams may be applied loosely or strictly. Consistency of application of standards by evaluation teams would serve as better guides to institutions which need to know how to meet standards than any direct rules from the agency itself, since these rules may not bind or even filter down to the actual visiting evaluation team.

Several fundamental questions were posed and discussed.

1. How can AUEC strengthen its position so that these agencies will take the problems of evening colleges into consideration as they revise standards?

2. Is accreditation of evening programs necessary; that is, is the part-time evening student concerned about accreditation of our programs and institutions?

3. What are we doing to get help from other organizations such as the Association of Urban Universities?

4. Have the problems brought about by changes in AACSB regulations been brought before the Association of Higher Education of the American Council on Education?

5. Should NUEA be brought in on a committee for a joint hearing before the American Council on Education?

6. What are the ramifications of starting our own accrediting agency?

ADMINISTRATIVE PROCEDURES: CREATIVE PROGRAMMING AND SCHEDULING - CREDIT

Discussion Leader: Adelaide H. Jones
Drury College

Resource: Rev. Gerald Sugrue, S.J.
University of San Francisco
William T. Utley
University of Omaha

Recorder: Marion E. Hartig, Evansville College

Father Sugrue's opening statements centered around the basic question, "Does the evening degree differ from the day school's degree, and if not are we hamstrung by the institution's curriculum committee?" He cited several examples of how they have worked around this situation at San Francisco; e.g., the offering of a "Social Welfare" degree major, approved by the curriculum committee, the required courses of which are offered only at night. Another example is the establishment of a single credit course to teach "How to Teach English as a Second Language" for foreign students.

Dean Utley's basic premise was "creative programming reflects to some extent the philosophy of the administration." Even so, he indicated the need exists for a selling job on our part to the administration as well as to our fellow academic colleagues. Examples of what has been done at Omaha include the two degree programs for adults and the rescheduling or regrouping of existing resources to meet specific needs.

Discussion centered around four major topics:

Class Scheduling: About half of the institutions represented indicated their classes are primarily scheduled two nights per week with 75-

minute periods, thus providing opportunity for course loads of 6 to 9 hours on a two-evening basis. Some schedule identical sections day and evening to meet the needs of students on rotating work schedules. A unique plan is to schedule a two-hour course over two weekends (one month apart), meeting Friday evening, Saturday and Sunday all day.

Staff Scheduling and Availability: For advanced, sophisticated courses being required in our advancing technology, we must frequently seek the faculty from industry, using those at the top of the organization. Greater flexibility in scheduling, however, usually comes when regular faculty members are involved.

Changes Due to the Advent of Community College (Junior College) Programs: The experiences in New York, Chicago, and Syracuse show a greater demand for junior and senior level courses, and in some cases the abandoning of associate degree programs in four-year institutions. Concern was expressed that the elimination or reduction of freshmen and sophomore "bread-and-butter" courses might create budget problems for us in the future, even though advanced courses increase in size.

Solicitation and Initiation of Creative Programming: It is advisable to have all the facts available before going to top administration with a new idea. To get total faculty interest, one should create and maintain an image of the evening division's being receptive to new ideas, and that this is the place where such ideas have greatest opportunity for trial.

ADMINISTRATIVE PROCEDURES: CREATIVE PROGRAMMING AND SCHEDULING - NON-CREDIT

Discussion Leader: William C. Huffman
University of Louisville

Resource: Russell F.W. Smith
New York University
Robert E. Sharer
Michigan State University

Recorder: Sam C. Bills, University of Tennessee

Mr. Sharer presented three basic principles that everyone should recognize in programming and scheduling of non-credit courses. These were: 1) The target audience for university and college non-credit programs is a well-defined sector of the adult population, those individuals who have had a college education or its equivalent; 2) There must be a recognition that the motivation of these potential students is usually that of enjoyment or mental stimulation; and 3) The audience is critical and discerning and for this reason courses should not be warmed over credit courses, watered down courses, or less than college level content courses, with lazy, incompetent individuals as instructors.

Some effective ideas and procedures suggested in the discussion include the following:

1. The utilization of morning and afternoon scheduling for a few courses. There should be flexibility in the time courses are offered.

2. Tuition should be reduced wherever possible, but should not be priced too low, lest students think the course is not worthwhile. Tuition for husbands and wives as pairs might be reduced as an inducement.

3. The invention of imaginative titles. "Elements of Sociology" or "Introduction to Archaeology" are not very imaginative and might even scare adults. One might try "From Tikal to Lascoax."

4. One should make registration a simple, convenient procedure. Long lines should be eliminated; mail registration forms could be used.

5. New and untried courses should be discussed with the faculty to get their enthusiastic support.

6. One should initiate continuing type programs and not rely only on one-shot courses. There should be follow-up courses, with as much flexibility as possible in these courses.

7. One should try to match the resources available with the needs and demands of the community.

8. It is necessary always to look at overall objectives and not lose sight of them.

9. One should personalize the course by publicizing the individual faculty member who is teaching the course, as well as the content of the course.

10. One should be willing to offer courses with the chance that they will be totally unsuccessful. One can learn from these failures as well as one can from the successes.

Some specific ideas for courses presented by various individuals included courses for interns in hospitals, courses for medical associations, courses for and in specific plants. It was suggested, too, that visiting industries to determine their needs is a good way of getting at specific course offerings.

STUDENT PERSONNEL AND COUNSELING

Discussion Presentor: Peter Meyer
Queens College of New York

Resource Presentors: George Knerr, Pace College
Jean Smith, Rider College

Three papers were presented and discussion followed,

I. The Administration of Student Personnel Services
Dr. George F. Knerr

Student personnel programs obviously will differ in emphasis and structure. Whatever organization is created, it must be as realistic as possible. One should not duplicate services easily available elsewhere, either at the university or in the community. Programs should be structured on the aims and objectives established for the evening college.

Any number of students beyond 5,000, I believe, demands a unit without entangling administrative bonds to other branches. Which specific services should this unit offer? Admissions, registration, etc. are obvious. Counseling services, both academic and personal, are easily justifiable when dealing with thousands of students. Student activities may well be a part of an evening student personnel program.

Let us turn our attention to the moderate size evening operation of perhaps a thousand or so students. In the counseling function, it may well be necessary that a strong referral system be established so that those with pronounced emotional problems or academic difficulties may receive the specialized assistance which they require. For those schools with less than 1,000 students, it is often necessary to function with only an evening administrator who has complete liaison with all appropriate day school faculty, administrative offices, and personnel services.

No matter what the relative size of an institution might be, the effectiveness of its evening student personnel program is dependent to a very high degree upon the wholehearted enthusiastic support of its faculty.

The recruiting of new personnel for the evening student personnel field, is, as we are already aware, a difficult task. In my opinion, it behooves each of us to attempt to point out the career opportunities existing in this particular area. There should be more and more effort made to encourage those students who have shown a disposition to work well with their fellow students, to turn their talents to this area.

All too frequently evening student personnel services programs have grown by accumulation, expediency and pragmatism. There is a certain catch-as-catch-can quality to what is attempted. May I suggest that it would be well to plan not merely a social calendar for the next year, but rather a long range plan of goals and objectives which might be profitably worked for over the course of the next five years. May I also recommend use of services of experienced members of the profession who have perhaps met comparable situations in different institutions, and who might be able to provide guidance and direction in the formulation of long range plans.

II. "Counseling is Counseling is Counseling..."

Dr. Peter Meyers

The normal expectation of the purchaser of counseling services, i.e., the school administrator, is one of direct service to the institution and to the student. While everyone seems to have a vague notion of what to expect from the counseling process, a unanimity of expectations is far from being realized. However, the purchaser of our services certainly has a right to some definite expectations. As a minimum he should demand a sincere dedication towards the human condition.

The difference between counseling and teaching rests not with larger aims or goals but rather with process. In the teaching relationship the mutual respect shown is not that between "equals" but rather between master and novice, each understanding the other's role in the relationship.

The counselor-counselee configuration is a relatively recent one. The relational aspect of counseling is inexorably linked with the process and the two together form the configuration of counseling. Unlike the more easily definable teacher-student relationship which stresses the problem, the counselor-counselee relationship focuses primarily upon the person presenting the situation or problem. The aim might be expressed as helping people find the best possible ways of achieving good ends for themselves and the society, through education.

Thus, in modern counseling, it becomes impossible to speak of the academic or vocational or personal counselor. The modern counselor should be expected to help in whatever situation the counselee happens to find himself at the moment of contact with the counselor. If we want to develop counselors who are sensitized to the human condition and not merely to the problems that this condition calls forth, then we must begin developing and cultivating a new breed of counselors. Excellence in counseling has little to do with what is commonly called academic scholarship. It has everything to do with the ability to relate on a feeling level with others.

III. Evening Student Activities - A Creative Means of Serving Others

Mrs. Jean R. Smith

Vance Packard, in The Waste Makers, asks "What will happen to the dignity of man if he feels that his main contribution is to be as a consumer rather than a creator?" Cannot this same question be asked of our evening college students?

What will happen to their feelings of dignity if they are allowed to consume gigantic masses of information without the opportunity of developing their creative talents and without the opportunity of serving others?

The form and type of activity program should vary, depending upon the individual need of the individual evening school. The activity program of a large, multi-phased university should be expected to offer a variety of activities whereas a smaller college may be restricted financially and in terms of student volunteers.

It seems to me the core of an activities program dedicated to providing creative means of serving others must consist of some type of student government. The council should be staffed with dedicated, active, and service-minded individuals who provide adequate representation of the student body. Whatever method is used to staff a council, the important factor is the quality and dedication of the students involved.

The evening college newspaper should, ideally, functionally serve the same purposes served by any newspaper -- that is, it should disseminate news. It should not be allowed to disintegrate into an administrative mouthpiece. The type of paper may range from a dittoed one page news sheet to a printed eight page beauty. Some editors are given grants, tuition scholarships, or other financial remuneration for their work.

There are many other diverse types of activities which might logically be found in an evening college. The gamut ranges from glee clubs, to art clubs, to the professional societies such as SAM, and to honor societies such as Alpha Sigma Lambda.

The cornerstone of all branches of an activity program must be the faculty advisor. It is strongly desirable that one person be appointed to supervise the entire program of activities. The important point is one of coordination, supervision, and cooperation. Adequate administrative guidance is essential to the success of any activity program.

Not only is administrative guidance essential, but administrative financial backing is highly desirable. College subsidies of evening student activities are a growing trend, and enable the college truly to serve evening school students.

Activity programs should not be allowed to grow like Topsy -- they should be well planned, organized, and served. When programs are so created, the evening student who participates may well feel that "The deepest joys come oft by stealth, Who gives himself possesses wealth."

PART IV

ASSOCIATION BUSINESS

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

Annual Meeting
October 30 - November 3, 1966

Statler Hilton Hotel
Buffalo, New York

Opening Business Session - October 31, 1966

Call to Order

President Berner opened the general session of the AUEC Twenty-Eighth annual convention at 9:30 A.M. Following the invocation by the Very Rev. Kenneth F. Slattery, C.M., Niagara University, A. Westley Rowland, Executive Assistant to the President, State University of New York at Buffalo, welcomed the delegates.

Tribute to Deceased AUEC Member

At the suggestion of President Berner, the entire audience stood for a few moments in silent tribute to the memory of our beloved member and outstanding leader in the evening college movement who passed away during the current year:

. Rev. Charles O'Neill, S.J., Fordham University

Minutes

The minutes of October 25 and 27, 1965, which were published in the 1965 Proceedings were given formal approval.

Membership

At the request of the President, the Executive Secretary announced the following new members admitted to AUEC since November 1965.

Institutional

Newark State College. Union, New Jersey, Charles Longacre, Director of the Division of Field Services (March 1966)

Western New England College, Springfield, Massachusetts, Clifton H. Ewing, Director of Evening Division (March 1966)

Brigham Young University, Phileon B. Robinson, Jr., Coordinator, Division of Continuing Education (November 1966)

University of Virginia, Charlottesville, Virginia, Wendell M. Lewis, Director, Central Va. Center and Charlottesville Evening Programs (November 1966)

Elmhurst College, Elmhurst, Illinois, John C. DeLaurenti, Director, Evening Session & Extended Services (November 1966)

Associate

Bailey, John Stephen, Dean, University College, Northeastern University

Brutvan, Donald R., Assistant Dean, Continuing Education, Millard Fillmore College, State University of New York at Buffalo

Canavan, F. L. Rev., Dean, School of General Studies, Fordham University

Cummings, Thomas F., Jr., Director, University College, Syracuse University

Edgett, William Taft, Assistant Dean, University College, Northeastern University

Klein, Robert L., Director, Division of Continuing Professional Studies, Pratt Institute

Lanier, William F., Director, In-Service and Off-Campus Programs, The American University

Lapin, George C., Director, School of Continuing Professional Studies, Pratt Institute

Lovejoy, Donald W., Assistant Dean, University College, Northeastern University

MacPherson, Richard Daniel, Assistant Dean, University College, Northeastern University

Merkel, Kenneth G., University College, Washington University

Moran, Timothy F., Assistant Chairman, Dept. of Law Enforcement and Security, University College, Northeastern University

Schuchert, R. A., S. J., Assistant Dean, Evening College, John Carroll University

Scott, Constance, Assistant Dean, Evening School, Rider College

Smith, Jean R., Director of Student-Service, Evening School, Rider College

Stutts, Herbert P., Assistant to the Dean, College of Continuing Education, The American University

Contributing (Personal Class)

Allen, Lawrence, Director, Graduate Program in Library Science, University of Kentucky

Arthur, C. Ralph, President, Ferrum Junior College

Larson, Karl, Director, Division of Continuing Education, Springfield College

Lyons, William A., College Proficiency Examination Program, New York State Education Department

McKelway, Dalziel

Reves, George E., Director, Evening Program, The Citadel

Thompson, Adolph A., Director, Extra-Mural Studies, University of the West Indies

Wiepert, George D., Director, Title I Programs - Higher Education Act, New York State Education Department

Proxies for Voting Members

The Executive Secretary reminded the convention delegates that, according to Article VI, Section 2 of the AUEC Constitution, "on matters of business calling for official action by the Association, each member institution shall have one vote, which shall be cast by the dean or director of the evening college or his designated representative." The Executive Secretary had several letters authorizing designated persons to serve as proxies. Additional letters were solicited from those who could not be present in person, at the next business session on Wednesday.

Report of the Treasurer

The Treasurer reported total cash receipts of $13,636.77 for 1965-66 and disbursements of $12,360.76. The current commercial bank balance is $7,294.69. Other cash reserves are $1,006.00. The savings bank account amounts to $10,399.75 making total cash resources of $18,700.44. This is in harmony with the long-established tradition of the Association to maintain reserves approximately equal to the level of expenditures for a single fiscal year. This report was received. A detailed summary of the financial report is included as a part of the supplement of these minutes.

Convention Invitations

The Executive Secretary notified the membership that four offers of convention sites for 1970 are in his files.

Des Moines, Iowa
New York City, New York
Washington-Baltimore
Norman, Oklahoma

Although many other letters and solicitations have been received from local chambers of commerce, convention bureaus, and hotels, the Association did not recognize them unless they were accompanied by a letter of invitation from an AUEC member institution. Other members desiring to serve as hosts for 1970 and subsequent years were requested to file letters prior to the second business meeting on Wednesday.

Constitution Changes

The following proposed amendment had been distributed to the membership through the Newsletter more than two weeks in advance of the annual meeting as required by the Constitution.

Article III, Section 2, Number 1 to be revised as follows: "Applications for institutional membership will be accepted from institutions of higher learning which have an evening division whose credit programs lead to, or are transferable toward an associate, and/or baccalaureate, and/or graduate degree."

A motion was made that the proposed amendment be amended by adding, "A separate membership division for a two-year institution shall be created." President Berner ruled the amendment was not in order, since two weeks written notice was not given to members. A motion was made that the President's ruling be overruled. The motion carried by the necessary two-thirds majority. After floor debate, the amendment to the proposed constitutional amendment was voted on. The motion failed. After further discussion on the proposed amendment, a vote was taken. The motion carried with sixty-five voting for the amendment and twenty-seven voting against it.

Report of CSLEA

Dr. A.A. Liveright, Director of the CSLEA, reported on their activities. He made a few brief remarks in regards to the public report. President Berner thanked CSLEA for the many services to AUEC and members. A copy of this report is included as a supplement to the minutes.

Committee on Regions

This report was given by Frank Carroll who noted the progress that has been made in regional organization and meetings. He expressed appreciation for the fine support given to the regional chairmen. A copy of this report appears as a supplement to the minutes.

Public Relations Committee

The Public Relations Committee report was given by James Baker. He noted that the AUEC documentary film had been completed and there would be a showing of the film Tuesday afternoon. A copy of the Committee report appears as a supplement to the minutes.

"From the Dean's Desk"

In absence of the Chairman, Daniel Lang gave a brief report on the publications. The report was received and appears as a supplement to the minutes.

Research Committee

The Committee report was made by its Chairman, Lawrence Allen. He reported that this Committee was proposing a new service to persons in adult education.

This service will be called "Project Dice," Dissemination to Adult Educators. He explained, by using human resources they would have an excellent information retrievable system. Several questions were asked about the project from the floor on just how it would function. Dr. Allen and the members of his Committee answered these questions. President Berner commended the Research Committee on their work. A copy of this report appears as a supplement to the minutes.

Proceedings

Hyman Lichtenstein reported that plans were underway on publication of the Proceedings and requested the recorders and chairmen to furnish the needed information to him as early as possible.

Relations with Other Professional Associations

Richard Deters reported on the activity of the Committee's work. He traced the development of the cooperative efforts which has come about through AUEC initiative. Rev. Deters called on Howell McGee to report on the ACE action. Dr. McGee reported that ACE has formed a standing Committee on Higher Adult Education and President Berner is currently serving as AUEC representative. President Berner briefly reported on activities of this Committee. He noted that a proposed study was in progress and that the Committee was receiving funds from ACE to carry out this study. A copy of this report appears as a supplement to the minutes.

Special Programs for Women

Adelaide Jones reported that the Committee has surveyed women institutions which offer women's programs and a summary of the study was given. Mrs. Jones thanked the members of her Committee for their excellent assistance. The report was received and appears as a supplement to the minutes.

Evening Student Personnel Committee

This report was given by Peter Meyer who noted the brochure has been printed announcing the consultant service. He said that excellent cooperation has been given by other personnel associations. Dr. Meyer thanked his Committee and Mary Egginton for their fine work. A copy of this report appears as a supplement to the minutes.

Legislative Committee

Martha Farmer reported that a detailed summary on Committee action was printed and available to the membership. She thanked the members of her Committee for the work they had done. She also thanked the Executive Committee for their splendid support. A copy of this report appears as a supplement to the minutes.

Statistical Reports Committee (Joint Committee on Minimum Data and Definitions)

Howell McGee reported for the Statistical Reports Committee. He noted that a new format would be used in the Joint Report. Deliberations of the Committee were duplicated and appear as a supplement to the minutes.

Membership Promotion Committee

Melvin Fuller gave the Committee report and said much interest had been invoked as a result of the Committee's action. President Berner thanked Mr. Fuller and the Committee for their most excellent contribution. A copy of this report appears as a supplement to the minutes.

The meeting adjourned at 11:45 A.M.

Respectfully submitted,

Howell W. McGee
Executive Secretary

ASSOCIATION OF UNIVERSITY EVENING COLLEGES

Annual Meeting
October 30 - November 3, 1966

Statler Hilton Hotel
Buffalo, New York

Closing Business Session - November 2, 1966

Call to Order

The meeting was called to order at 9:30 a.m. by President Robert Berner.

Greeting

Robert D. Helsby, Executive Dean for Continuing Education, State University of New York, gave the greeting from the State University System of New York. He commended the Organization on the theme of the annual meeting and on its objectives, purpose and leadership. He invited AUEC's continued assistance in solving problems of evening and adult students.

Budget

Edward Pappert presented a recommended budget for 1966-67. A detailed report appears in the supplement section.

Annual Meeting Sites

President Berner announced that the meeting site for 1969 would be Chicago. This will be a galaxy meeting and will be held in cooperation with National University Extension Association, National Association of Educational Broadcasters, and National Association for Public School Adult Education.

A show of hands on the proposed sites for 1970 indicating preferences was taken. A tally of the preferences follows:

Montreal	62
New York City	20
Philadelphia	9
Washington-Baltimore	7
Des Moines	4
Norman, Oklahoma	2

This information will be used for the guidance of the Executive Committee.

Guidelines for Excellence: Business Programs

Thomas J. Bryde gave the report for this Committee. He reported the Committee attended the meeting of the American Association of Collegiate Schools of Business and they had met with the Director of the Commission on Accreditation. He announced a paper was being drafted on AUEC's position. The report was received with thanks. A complete report appears as a supplement to the minutes.

Guidelines for Excellence: Teacher Education

This report was presented by Edward Cooper who noted that the National Council for Accreditation of Teacher Education had made adverse comments on evening college work. He reported that NCATE is willing to reconsider their present position and would engage in conversation with a representative of AUEC. Mr. Cooper reported that his Committee propose to survey the field to find to what extent education programs are being offered in the evening. A copy of the report appears as a supplement to the minutes.

Guidelines for Excellence: Engineering

David Mangnall reported on the progress of this Committee. A complete report will be submitted at a later date.

Guidelines for Excellence: General Education

Edwin Spengler made the report for this Committee. He noted that his Committee had agreed upon a series of guidelines and these are available in the report. A copy of this report appears as a supplement to the minutes.

Guidelines for Excellence: Community Service

President Berner noted that Ernest McMahon was unable to attend but that a printed report was available to the membership. A copy of this report appears as a supplement to the minutes.

Library of Continuing Education at Syracuse University

Roger DeCrow briefly reported on the progress of the Library of Continuing Education at Syracuse University. He noted that they had been named as one of the regional libraries responsible for the special area of continuing education. He invited suggestions and comments which would assist them in their work. President Berner complimented the library on its assistance to AUEC.

Resolutions Committee

The Resolutions Committee respectfully requested approval of the following resolutions:

1. Be it Resolved, that the AUEC as a body and the attending members as individuals voice their joyous thanks to the host institutions for the 1966 annual convention -- State University of New York at Buffalo, Canisius College, Elmira College, Niagara University, Rochester Institute of Technology, and University of Rochester.

   Our special thanks and gratitude are due to Nicholas Kish, Chairman; Ethel E. Schmidt, Vice-Chairman; Arthur Assum, P. Austin Derrig, C.M., Robert A. Haus, S.J., Harold Kentner, Anthony F. Lorenzetti, Anne M. Ludlow, Barbara W. Northrup, Victor Scroger, and Eugene A. Walsh, C.M. of the Local Arrangements Committee for their gracious and efficient efforts on our behalf and for their judicious choices of accommodations and activities for us and our wives.

We ask Nicholas Kish to convey our sincere appreciation to Catharine L. Dohn, Kathryn Dudley, Helen Antoniadis, Judi A. Haas, Nancy E. Franz, and Kay O'Connor, and to all the silent members who worked with and for the Local Arrangements Committee.

2. Be it Resolved, that the Association offer a heartfelt "Thank You" to President Robert F. Berner, his executive committee, his committee members, and all his other appointees for a year of imaginative leadership, difficult and devoted work beyond the call of conscience or duty, and demonstrably outstanding achievement.

3. Be it Resolved, that the Association expresses a special note of appreciation to Joseph P. Goddard, Chairman, and the other members of the Program Committee for the excellent planning and implementation of this twenty-eighth annual convention program.

   We also extend thanks to all speakers, chairmen, resource persons, recorders, and all other participants whose contributions added to the success of the program.

Nominating Committee

President Berner called upon Ralph Kendall, Chairman of the Nominating Committee, to present his report. The slate of nominees are as follows:

Vice-President	William C. Huffman
Executive Secretary	Howell W. McGee
Directors-at-Large	Gerald A. Sugrue, S.J. Clarence H. Thompson

There being no further nominations from the floor, it was moved and seconded that the entire slate be approved as presented. The motion was carried unanimously.

Commendation to President Berner

The delegates with a standing ovation commended President Berner for his service to the Association. There being no further business, President Berner declared the business meeting adjourned at 10:30 a.m.

Respectfully submitted,

Howell W. McGee
Executive Secretary

Supplement I

FINANCIAL STATEMENT 1965-66

Detail of cash balances on September 30, 1966		
Bank account (regular account)	$ 7,294.69	
Membership application revolving account	448.23	
University of Oklahoma account	557.77	
Savings accounts:		
Norman Building and Loan Association	10,000.00	
Oklahoma City Federal Savings and Loan Association	399.75	
Total cash accounts on September 30, 1966		$18,700.44

Income for 1965-66	Budget	Actual
Dues:		
Memberships:		
Institutions	$11,250.00	$11,250.00
Associate	1,500.00	1,231.55
Contributing:	200.00	
Association		50.00
Personal		230.00
Miscellaneous revenue:	250.00	
Who's Who		4.00
Proceedings sales		92.00
Newsletter subscriptions		40.00
Savings Account Interest	350.00	551.05
Increase in membership application revolving fund (excess of collections over expenses)		188.17
Total income for 1965-66	$13,550.00	$13,636.77

Expenses for 1965-66	Budget	Actual
Publications:		
Proceedings	$ 900.00	$ 568.48
Newsletter	2,600.00	2,600.00
Printing, roster, etc.	500.00	599.65
Office expense	100.00	100.00
Postage	300.00	361.68
Travel	1,700.00	1,095.73
Secretarial expense	4,000.00	3,843.51
Leadership Conference	1,000.00	1,080.92
Committee expenditures	800.00	480.79
Convention expenses	100.00	100.00
Annual dues to affiliated national organizations	300.00	300.00
Operating cost of Joint AUEC/NUEA Committee on "Uniform Reporting"	250.00	227.59
Honorarium Executive Secretary	1,000.00	1,000.00
Loss on currency exchange rate		2.41
Total expenses for 1965-66	$13,550.00	$12,360.76

Note: The books are kept on the cash basis so that no income is reported until the cash is actually collected. For information, the accounts receivable balance on October 25, 1966, was $230.00.

Supplement II

REPORT OF THE COMMITTEE ON TEACHER EDUCATION THROUGH EVENING PROGRAMS

At a regular meeting of the Committee on Teacher Education, it was decided that the Committee should continue the exploration of relationships with the professional accrediting body, the National Council for the Accreditation of Teacher Education.

Several factors indicated this need. First, the list of proposals for improving field services for teachers, submitted by Dr. Earl Armstrong to the 1965 Committee, was written subsequent to Dr. Armstrong's retirement as Director of NCATE. Secondly, while these proposals were valuable contributions and of a thought provoking nature, there was a question as to whether they represented the collective thinking of NCATE or Dr. Armstrong's personal viewpoint.

Dr. Richard Robbins and the Chairman of the Committee met with Dr. Rolf Larson, Director of NCATE, to discuss the Armstrong proposals and clarify organizational relationships. Several significant points emerged.

1. NCATE has been, and still is, undergoing a considerable reorganization, including standards. Accordingly, Dr. Larson did not feel they were able to issue a position paper at this time.
2. NCATE is to meet in Chicago on January 11 and 12, 1967, to review the validity of basic policies and standards.
3. The American Association of Colleges of Teacher Education is also revising its standards over the next three years as a result of conflicts with the autonomy of certain institutions.
4. Dr. Larson expressed the belief that NCATE was largely unaware of the extent of programs of

teacher education in evening colleges, and would be interested in additional information in this regard.

5. Dr. Larson expressed the belief that NCATE was not against evening college courses for teachers, provided that adequate standards of quality were met. We were given a pamphlet on STANDARDS FOR ACCREDITATION OF TEACHER EDUCATION. A summary of the suggested standards accompanies this report.

Respectfully submitted,

Edward F. Cooper, Chairman (Maryland)
Richard Bray, Vice Chairman (American)
Grover L. Angel (George Washington)
Virgil W. Alexander (Northern Illinois)
William T. Utley (Omaha)
Martin J. O'Hara (Thomas More)
Richard D. Robbins (Johns Hopkins)

STANDARDS FOR ACCREDITATION OF TEACHER EDUCATION*

I. Objectives of Teacher Education

Standard

Every institution maintaining a program of teacher education should have a written statement of its objectives. The statement should indicate the school positions for which the program prepares persons and should describe the entire scope of the effort being made by the institution to improve the quality of education in the schools. It should indicate clearly the personal and intellectual qualities which the program is designed to develop. The statement should also set forth the major beliefs and assumptions as to the most effective means of developing these desired personal and intellectual qualities. The objectives for teacher education should be consistent with the overall objectives of the institution; should be formulated by the faculty concerned with the education of teachers; should be subject to continuous review; and should be officially approved.

The manner in which all other standards are implemented should be consistent with the philosophy expressed in the statement of objectives. Moreover, the institution should constantly seek evidence of the effectiveness of its program as measured against the stated objectives. When reflected in terms of the six Standards that follow, these objectives should imply that the graduates of any curriculum are qualified for the positions for which they have been prepared. Therefore, the statement of objectives will be subject to the same evaluation as any other Standard.

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* National Council for Accreditation of Teacher Education, STANDARDS FOR ACCREDITATION OF TEACHER EDUCATION, 1960 Edition, Reprinted 1964. Washington, D.C.

II. Organization and Administration of Teacher Education

The organization of an institution in which teachers are prepared should be such as to facilitate the planning, the administration, and the continuous improvement of a consistently unified program of teacher education. Because colleges and universities differ in overall organizational structures, no pattern of organization for teacher education applicable to all types of institutions is prescribed. Instead, three criteria for evaluating this factor are set forth as follows:

The organization (1) should assure consistent policies and practices with reference to the different segments of the teacher education program regardless of the administrative units under which they operate, (2) should facilitate the continuous development and improvement of the teacher education program, and (3) should clearly fix responsibility for the administration of policies agreed upon.

III. Student Personnel Programs & Services for Teacher Education

Standard

The major student personnel responsibilities of an institution with reference to prospective teachers relate to: (1) admission to and retention in teacher education curricula, (2) advising and registration, and (3) records and placement.

An institution should have a plan of selective admission to and retention in teacher education which offers reasonable assurance that only persons of professional promise are prepared and recommended for entry into the teaching profession. Criteria for such admission and retention should be in addition to the general policies and procedures for admitting students to the institution as a whole. Once the student is admitted to a teacher education curriculum, his registration should be such as to identify him as a person preparing to teach.

An institution should have a well-defined plan of counseling designed to give assurance that advice to students and prospective students is given by persons of competence; that is, by persons who know the nature and scope of the teaching profession, the problems of the schools and the resources of the institution available for preparing for the various school positions.

An institution should maintain a unified system of records for all persons preparing to teach in order that faculty members and placement officers who have use for such records may have available to them all appropriate academic and personnel data.

IV. Faculty for Professional Education

Standard

The preparation and experience background of the professional education faculty as a whole should be in keeping with the professional responsibilities to be carried. Each faculty member will be expected to be competent in the field or fields of his assignment. The qualifications of the faculty for extension and summer session assignments should meet the same high standards.

An institution should provide a faculty for professional education adequate in number to handle the scope of the professional education offered and to perform the necessary planning and counseling functions. The total functions of professional education faculty members are best performed by persons giving all or a substantial portion of their time to professional education; therefore, the use of faculty members teaching only part-time in professional education should be limited to those who can keep abreast of developments in their fields as related to elementary and secondary schools.

The teaching load of each faculty member should be determined by the kinds and amount of services he is expected to render. The total professional education load should be so distributed as to allow for reasonable specialization in the assignment of each faculty member.

V. Curricula for Teacher Education

Standard

Each curriculum should be specifically planned in terms of the common needs of all teachers and the special needs of persons who will fill the position for which the teacher education curriculum is designed. The planning should be with reference to both the subject matter and the professional education needed to prepare for a specific school position.

The following should be the guidelines in the development of teacher education curricula at both the undergraduate and graduate levels:

1. An institution should plan a sequence or pattern for each teacher education curriculum consisting of the basic subject-matter and professional education courses which all persons must take in order to complete that curriculum.

2. All teacher education curricula should require a pattern of general education in such amount and of such nature as to assure that all teachers will be broadly educated and cultured persons.

3. The nature and amount of subject-matter concentration required in each teacher education curriculum should be such as to assure adequate background for the position to be filled. There may be differences between the patterns of such programs for elementary and secondary

teachers and among the various teaching fields at the secondary level.

4. The nature and amount of professional education required for each curriculum should be such as to assure competence for the position to be filled.

5. The total pattern for each teacher education curriculum should provide general education, subject specialization, and professional education in such amounts as to assure reasonable competence in each area and provide balance in the total pattern.

VI. Professional Laboratory Experiences for School Personnel

Standard

Courses in the professional education sequence such as child growth and development, educational psychology, and methods should provide appropriate laboratory experiences for all students under the direction of the faculty member who teaches each course. Adequate facilities for this purpose, either on the campus or near enough to be used by students and faculty, should be provided. The arrangement for these facilities should be such as to assure their unhampered use for laboratory purposes. The number of teachers and pupils in the schools used for this purpose and for student teaching should be large enough to provide these experiences without jeopardizing the quality of educational experiences for children.

The professional laboratory experiences should culminate in a continuous period of student teaching so organized as to provide for a wide range of professional activities in which teachers should engage, and so administered as to assure that the activities contribute substantially to the learning of students. Facilities adequate to provide such experiences at a high level of effectiveness for the number of students involved should be provided. The working arrangement between the institution and the school(s) where student teaching is done should constitute a partnership which places appropriate responsibilities on school administrators, supervising teachers, and college supervisors for the supervision of student teachers.

The curriculum for each student should be so organized and the counseling so done as to make it possible for the student to participate fully in these laboratory experiences. The policies with reference to the amount and kind of laboratory experiences to be provided should be definite and should be characterized by consistency from field to field and level to level.

Adequate provisions for supervision by the college faculty should be made for all aspects of professional laboratory experiences including those prior to student teaching as well as student teaching itself.

VII. Facilities and Instructional Materials for Teacher Education

Standard

Office space, attractive in nature and ample in amount, should be provided to serve the needs of the professional education faculty in planning the professional education program, in counseling the students, and in working effectively with schools and other agencies outside the institution. Classroom space equipped for teaching professional education should be provided within a reasonable concentrated area to meet the needs of the program offered. Adequate facilities for producing and duplicating written materials should be available and modern audio-visual equipment should be readily accessible.*

A materials laboratory or center should be maintained either as a part of the library or as a separate unit. In any case, it should be open to students as a laboratory of materials of instruction and should be directed by a faculty member well-informed in the various instructional media and materials at different grade levels. This laboratory should include a wide array of books commonly used in elementary and secondary schools; various types of audio-visual aids such as maps, charts, pictures, film strips and recordings; various types of materials used in evaluating learning; and curricular patterns, courses of study, and teaching units that are available.

The basic books and periodicals in professional education should be included in all libraries of institutions where teachers are prepared. Such additional books and periodicals as are needed to support the program offered should be provided. The number of titles of books and magazines should be determined by the scope of the program, and the number of copies largely by the number of students to be served. Adequate materials under the heading of audio-visual aids should be provided somewhere within the institution.

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*Facilities necessary for professional laboratory experiences are indicated in Standard VI.

Supplement III

REPORT OF THE COMMITTEE ON GUIDELINES FOR EXCELLENCE IN BUSINESS PROGRAMS

A Proposed Statement of the AUEC on Collegiate Education for Business

I. Introduction

AUEC member institutions affirm a major objective of evening colleges, viz., to provide a high quality, higher education program to part-time adult students during hours convenient to a full-time work schedule. Attainment of this goal requires cooperative and imaginative programming at the undergraduate and graduate level, resourceful recruiting and training of faculty (both full-time and part-time) and active recruiting of qualified part-time students. To do otherwise would be discriminating against the part-time student.

Institutions should be assured the opportunity to adequately serve the multifarious needs of their community.

II. General Recommendations

Since the scope of the program embraces not only evening operations but all extension work, a general survey of facts leading to general standards for part-time study should precede final adoption of firm standards in definitive form.

The study contemplated by the Federation of Regional Accrediting Institutions of Higher Education should be a specific preliminary.

III. Quality of the Program

Part-time faculty and part-time students, we do not believe are per se sub-standard. Such a premise is undocumented, untested, and unwarranted in addition to being contrary to the public interest and welfare.

IV. Control of the Program

Except for those evening colleges having complete autonomy (separate department structure, separate faculty and authority to recommend several degrees), the idea of "participating" control represents a genuinely desirable standard. Cooperative effort in terms of curriculum development and faculty recruitment through the existing day-time departmental structure is the current common practice and is essential in fulfilling our commitment to the part-time student.

V. Quality of the Students

The dean should exercise review authority over admissions made by the Office of Admissions. Students admitted to the school or to the division of business should meet the same entrance requirements, qualitatively speaking, as those of any other school or division of the university.

VI. Quality of the Faculty

A. Many qualitative characteristics combine with possession of a degree to assure professional competence, scholarly productivity, and instructional superiority. These should be judiciously evaluated (without resorting to a rigid application of quantitative norms).

B. As a provisional step, it might be held that 25 percent of all teachers teaching core courses should be terminally qualified (i.e., 25 percent of all student hours in core courses are taught by terminally qualified faculty).

C. A further provisional norm might be that not more than one-third of professional courses may be taught by part-time teachers, and that these part-time teachers must hold at least a master's degree.

D. For each part-time teacher who is non-terminal, an evaluation by the dean of other compensations which the man possesses should be submitted to the evaluating committee.

VI. Curicculum

The curriculum proposed by the accrediting agency is basically acceptable.

VII. Development

The flight plan for converting to new norms should show steady annual progress toward acceptance not more than ten years hence.

Respectfully submitted.

Thomas J. Bryde, Chairman (Iona)
Theodore E. Fitzgerald (Temple)
George E. Grauel (John Carroll)
William C. Huffman (Louisville)
Allen F. Jung (Chicago)
Robert L. MacDonald (Pennsvlvania)
James R. Quimper (Maryland)
Thomas J. Wynn (DePaul)

Supplement IV

REPORT OF THE COMMITTEE ON GUIDELINES FOR EXCELLENCE IN GENERAL EDUCATION

Of underlying importance, and basic to the entire structure and operation of the evening college movement, is the sense of commitment to the collegiate education of adults. Given full recognition of their function within the total framework of university objectives, the evening colleges can become an even more vital force than heretofore in the nation-wide effort to provide for the continuing education of our citizenry.

In working toward these goals certain guidelines for excellence should be recognized. Listed below are some of the criteria that are offered for consideration:

Programs of Instruction

1. Higher education programs of the best quality to part-time adult students scheduled at hours convenient to working men and women.

2. Avoidance of complete uniformity and duplication of day-time offerings.

3. Leadership in the development of new courses and programs; the fostering of innovations and experimentation.

4. Flexibility and adaptability in meeting the needs of a heterogeneous student body.

5. Richness of offerings permitting study in depth, as well as over a broad range of subject areas.

6. Opportunity for independent study and research; honors work.

Admission and Retention Policies

1. Admission requirements so structured that the candidate will have a reasonable ability to perform college-level work.

2. Active recruiting of qualified part-time students.

3. Probationary admission policies that will provide opportunities for adults to determine whether or not they can successfully pursue studies at the college level.

4. Strict retention standards accompanied by dismissal policies where students are obviously unable to measure up to college requirements.

Faculty

1. Careful recruitment of faculty in terms of experience and dedication as teachers and scholars.

2. Supervision and careful selection of staff for purposes of reappointment.

3. Responsibility of academic departments for appointment of teaching staff.

4. Competence of teachers to work with an adult student population.

5. Appropriate salary levels for instructors and a system of promotions and salary increments.

6. In-service training including staff seminars on effective teaching.

Standards of Achievement

1. Maintenance of scholastic standards at levels accepted by the institution as a whole.

2. An effective utilization of placement and proficiency examinations to determine eligibility for credit or exemption from courses.

3. Flexible degree requirements which permit some individualized treatment in meeting acceptable standards for the degree.

4. No restrictions on transfer credits from evening programs to day programs.

5. Scholarships and awards available to part-time students; eligibility for graduation honors, and election to honor societies.

Student Services

1. Provision for a variety of counseling and guidance services including preadmission counseling and orientation, general and specialized counseling, and preprofessional counseling.

2. Complete resources of the college or university library available to evening college students.

3. Student life programs and extra-curricular activities.

4. Maintenance of health services and athletic programs.

Budget and Facilities

1. Adequate budget for operation of the evening division at levels commensurate with those applying to day divisions.

2. Suitable physical facilities including classrooms, laboratories, lecture halls, office space and equipment.

Relationship of Evening College to Total Institution

1. Sound communication system at various levels of administration.

2. Liaison of evening faculty with day faculty and of part-time teachers with full-time instructional staff.

3. Participation of evening staff in departmental meetings and committee work.

4. Appropriate public relations activities.

Respectfully submitted,

Edwin H. Spengler, Chairman (Brooklyn)
Arthur L. Assum (Rochester)
Father Richard Deters (Xavier)
Daniel R. Lang (Northwestern)
Curtis H. Moore (Rockford)
Richard A. Mumma (Johns Hopkins)
James R. Whipple (CSLEA)

Supplement V

REPORT OF THE COMMITTEE ON GUIDELINES FOR EXCELLENCE IN COMMUNITY SERVICE

Urban Extension

Urban Extension is a term used to identify an organized and official institutional effort to make the educational resources of a college or university available to communities -- or to groups within communities -- seeking help in attacking the problems of urban change and improving the conditions of urban life. Urban Extension is thus distinguished from the voluntary efforts of individual faculty members in community service, and it is more than the provision of courses and consultation in an urban setting. Urban Extension must satisfy four criteria:

1. It must contribute to the solution of urban problems and seek to improve urban life through education which may take place in the form of research, consultation, demonstration, or the training and retraining of people to meet the demands of the urban environment.

2. It must provide academic support for agencies and institutions in the community seeking to solve urban problems and to improve urban life.

3. It must serve as an impartial forum for bringing conflicting ideas together not only by providing a neutral ground on which opposing groups can meet and discuss their conflicts but also by working actively to serve as a catalytic agent to bring the groups together.

4. It must serve as an agent of change in the urban scene by teaching members of the community how to organize, to identify goals, to anticipate problems, to plan, and to put plans into effect.

In carrying out Urban Extension, the university must bring to the urban scene the distinctive contributions of a university which include the following:

1. Anticipatory awareness -- the ability to foresee what may result from action or inaction.

2. Creative sensitivity.

3. An unbiased posture.

4. Decision-making based on investigation, fact-finding, and analysis.

5. A continuing search for the truth.

For the purposes of evaluation, some measure of a university's participation in Urban Extension can be determined by the following:

1. A commitment to Urban Extension by top administrators with a willingness to support the program financially.

2. The number of staff assigned full-time to Urban Extension.

3. Rewards in terms of salary and promotion for Urban Extension personnel on a basis of parity with other academic personnel.

4. The appointment of individuals or the establishment of an institutional agency to serve as a stimulator of faculty interest in Urban Extension.

5. Success in involving students in Urban Extension programs.

6. The extent to which faculty are involved in programs and planning.

7. The impact on teaching within the university as a result of its involvement in the community.

8. A research investment in community programs.

The administration of Urban Extension will work toward excellence if it observes the following:

1. Seeks the advice and involvement of client groups but avoids becoming the captive of any particular group.

2. Does not duplicate existing efforts within the university or within the community.

3. Develops programs which are continuous and comprehensive rather than sporadic and fragmentary.

4. Makes public the university's conception of its role in the urban area.

5. Is aware of the political benefits and risks of programs and seeks to carry out the programs as carefully and responsibly as possible.

6. Avoids accepting a project only because money is available, but remains flexible enough to take advantage of financial opportunities.

7. Expends enough effort to make an impact.

8. Develops and uses publications selectively and advisedly.

9. Employs a variety of methods.

Respectfully submitted,

Ernest E. McMahon, Chairman (Rutgers)
Frank Funk (Syracuse)
Kenneth Haygood (CSLEA)
A.A. Liveright (CSLEA)
W.J. McCallion (McMaster)
R. Eric O'Connor, S.J. (Thomas More)
Russell F.W. Smith (New York)
Hamilton Stillwell (Wayne)
George A. Tapper (Rutgers)
Clifford L. Winters (Syracuse)

Supplement VI

REPORT OF THE COMMITTEE ON SPECIAL PROGRAMS FOR WOMEN

A questionnaire to thirty institutions inquiring in depth about special programs for women brought sixteen affirmative replies from the following: Northeastern University, Rutgers University, Washington University, Syracuse University, St. Teresa College, University of California, Western Reserve University, University of Minnesota, University of Missouri at Kansas City, University of Kentucky, Northwestern at Memphis, University of Toledo, University of Illinois, University of Akron, University of Washington, Radcliffe Institute.

It is evident from the replies that there is a ferment among colleges and universities in the area of special programs for women. Although there is no general agreement on what should be done, there is concensus that something should be done to recognize the special needs of women, particularly in scheduling and structuring courses rather than in types of courses different from the usual credit and non-credit offerings of many insititutions.

From one program which is specifically for the training and retraining of nurses to the broad seminar programs of Minnesota and the long-established Radcliffe seminars, the activities of institutions are varied, experimental and developmental.

Although one program started as early as 1941, most of the programs have developed in the 1960's. Thus the movement as such may be said to have received its main impetus in the present decade.

In a few cases an individual faculty member or an administrative officer other than an adult educator took the lead in establishing a program, but for the most part the program was a direct result of the planning of an adult dean or director.

When asked the purpose of the special program, the respondents were divided in their opinion. Four chose helping "women make satisfying and creative use of leisure time," and three said helping "women improve their work-career role" as first preference. Others indicated education for civic responsibility, social relationship, aid for physiological and psychological changes of age as reasons for special programming.

The number of institutions giving non-credit courses is strikingly larger than those offering credit courses, but registrations in credit courses for the few institutions reporting them outnumber the registrations in non-credit courses. Whether credit or non-credit courses are taught, they often differ from regularly taught courses in that they are scheduled for daytime hours, have longer class periods and in some cases the course content is adapted to women's special needs.

Most of the activities are confined to course-type programs. Very few instititions report institutes and seminars concentrated in one session, one day or even in one to four week periods. In general, courses are planned for longer periods of time, following more nearly the usual term or semester pattern.

When asked to describe the characteristics of the women who attend special programs, the respondents indicated a wide range of possibilities. One-third of them said that the programs were designed for housewives. Others named (1) the woman who is highly motivated, (2) serious, (3) degree-seeking,
(4) college educated in part or a graduate, and
(5) retired, widowed, capable, disillusioned with volunteer service, individualistic, economically secure, articulate. Obviously there is no agreement in this category.

It was felt that methods of reaching the prospective audience would be a point of some importance. When asked this question, the respondents indicated word-of-mouth as their first choice, direct mail as the second and mass media--newspapers, radio, television--as the third.

General agreement regarding the kinds of learning experiences which should be emphasized was reached in two areas--that of increasing understanding (perceiving, remembering, interpreting) and in changing of attitudes. All but one of the respondents indicated that these two areas deserved special emphasis in planning learning experiences for adult women.

In both credit and non-credit courses, the subject matter area named most often as a first choice was "arts and other humanities" with social sciences in second place.

The importance of counseling as a factor in special programs for women was explored in several questions. The answers showed that only two of the responding institutions have full-time counselors for women. The majority of them have full-time persons giving part of their time to counseling of women and in a few cases part-time persons are employed especially to counsel women. Almost unanimously, the institutions replied that counseling was very important or crucial to the development of special programs for women. In fact, the majority of the respondents rated the importance of counseling above any other factors in special programs--such other factors being time of day, length of term, length of class period, teaching techniques and course adaptation.

Since many of the programs are relatively new, the problems of administration are understandably varied. Among the problems named were inadequate staff, faculty paucity, financial structure, and slowness of administrators, other than adult administrators, to recognize women's special needs.

In most cases, the special programs are

administered by the division of general studies or non-credit courses. The activities usually are financed by fees and/or through use of funds earmarked for regular continuing education projects. However, in a few cases a special budget is available, sometimes provided by foundation funds.

Having determined what the selected group of institutions is doing in the field of special programs for women, it was considered of interest to find what these same institutions planned for the future. When asked what the institution considered major objectives for the next five years, no one objective was apparent. Various respondents named more flexible framework, credit for life experience, new interdisciplines, more scholarship help, more opportunities for students to update their previous education, more experimental programs and more effective distribution of information about programs to additional prospective students.

Asked about planning for the future, the respondents agreed that they expected to expand non-credit offerings while modestly increasing credit courses and institutes. There was no agreement on what areas would be emphasized in credit courses, but in non-credit courses, the respondents indicated an interest in expanding social science courses. In the area of seminars and institutes, no pattern emerged as to areas to be emphasized.

The question of changes in time to accommodate the special needs of women was an interesting one. Whenever changes were contemplated, the change would be toward daytime hours in preference to nighttime hours.

The institutions questioned felt that their programs were either widely accepted as meeting the needs of their community or that they were recognized as meeting needs of college oriented groups. They agreed, also, that the best place for the administration of such a special program was in the division of continuing or adult education.

In conclusion, colleges and universities throughout the country are experimenting with or expanding or considering the development of special programs for women. Whether this is a permanent part of the adult education structure of the institutions of higher learning or a passing fad remains to be determined as special programs are offered and as the public responds. So far it is the opinion of this researcher that an institution committed to continuing education should consider the special needs of adult women and either adapt present programs to meet these needs or inaugurate new programs.

Respectfully submitted,

Adelaide Jones, Chairman (Drury)
Helen M. Crockett (Wichita)
Barbara W. Northrup (Elmira)
R. Jack Freeman (Mississippi
State College for Women)

Supplement VII

REPORT OF THE LEGISLATIVE COMMITTEE

The Legislative Committee held three formal meetings during the year. The first was held at the Loeb Student Center, New York University; the second at Pace College and the third at the Treadway Inn, St. David's, Pennsylvania; during the combined Regions 3,4 and 5's spring meeting. A fourth meeting was scheduled to be held at the time of Region 3's fall meeting at Fairleigh Dickinson University, October 7, 1966. This meeting was cancelled due to the inadequacy of time and insufficiency of committee members present.

The following principal items were considered at committee meetings:

1. Current status of Selective Service.
2. The Veterans' Readjustment Benefits Act of 1966.
3. Higher Education Act Amendments of 1966 (HR 14644 and S. 3047).
4. Resolutions submitted by this Committee to the Executive Committee for action.
5. Definition of a part-time student by various governmental agencies.
6. A study of the student population and its financial needs.
7. Request by President Robert Berner for the Committee's opinion on the following items:
    - A. The Ad Hoc Committee of Adult Education Associations
    - B. Association support of the Hartke Bill

Many of these developments have been reported and discussed in the Legislative Corner of the AUEC Newsletter. The Legislative Committee has formulated policy positions on each item. It has submitted resolutions to the Executive Committee for appropriate action.

A brief statement of the chief points in each of the above items follows:

1. Current Status of Selective Service

A question was raised as to whether proper consideration was being given to the part-time student employed during the day when he sought a 2S classification. This problem has now been intensified by the increased need for military manpower. The Selective Service now requires students to be rated by class standings. This new development raised the question of proper groupings of part-time students.

At Region 3's fall meeting, the New Jersey Director of Selective Service flatly stated that a part-time student carrying nine credits was not draft-deferrable on that ground alone. Other pertinent facts had to be considered. He also said that the primary concern of the Selective Service System was the proper classification of the full-time student; part-time students were treated mainly on the basis of their occupation.

2. Veterans' Readjustment Benefits Act of 1966

While this Act was pending, the Legislative and Executive Committees communicated with the Senate and House sponsors of the bill, Senate and House Education subcommittee chairmen, and other Senators and Congressmen to insure the inclusion of the part-time student. A schedule of available benefits thus provides not only for the full-time students but also for those taking three-quarter and half-time programs.

The Committee feels that the designation of a half-time student as one carrying from 7 to 9 credits, three-quarter time from 10 to 13, and full-time, 14 or more credits, again points up the different interpretations placed on credits by departments and bureaus of the Federal government. Since the Veterans' Administration classifications were written into law when the World War II G.I. Bill was enacted, it is recommended that efforts be made, through the proper channels, to change the number of credits required in these categories to conform with those recommended by the Association of University Evening Colleges: full-time -- 12 credits, three-quarter time -- 9 credits, and half-time -- 6 credits.

3. Higher Education Act of 1965

A. The Legislative Committee strongly recommends action to secure parity of treatment by declaring part-time students eligible for educational opportunity grants and work-study programs. A proportionate equivalence to the benefits available to the full-time student would be a reasonable formula.

B. Re-funding of the National Defense Education Act is included in the Higher Education Act Amendments of 1966.

The Legislative Committee took a positive stand on the re-funding of the National Defense Education Act which was placed in jeopardy when the Bureau of the Budget recommended, through the President, that this program be discontinued and that future student loans be administered through the insured loan programs provided in Title IV of the Higher Education Act of 1965. The communications sent by this Committee to Senator Wayne Morse and Congressman Adam Clayton Powell, in support of the re-funding, were placed in the working papers of both the House's and Senate's committees, and were included in the hearings.

The conference version has been acted upon by the House and Senate and sent to the President for signature. $1.1 billion was added by Congress and the NDEA was continued in its present form with the addition of a privately endowed loan program for students, according to The New York Times, Monday, October 24, 1966.

4. Resolutions Submitted by the Legislative Committee to the Executive Committee for Action

The Legislative Committee is pleased to announce that the Executive Committee took action on the first two following resolutions:

A. The Extension of Educational Opportunity Grants in College Work-Study Programs for students of low income families to include the less-than-full-time student.

B. The U.S. Office of Education was urged to modify its definition of a half-time student so that it would be proportionate to the minimum number of credits required for a full-time student.

The Legislative Committee regrets that the Honorable Harold Howe, II, Commissioner of Education, replied in the negative to both of these recommendations of the Executive Committee of this Association. It is recommended that the Association continue to press for recognition of the half-time student on an equitable formula basis. It is particularly distressing to note that in his letter to Dean Berner, Dr. Howe stated the following:

> One of the tough problems has to do with whether or not we will accept students carrying six units of work as being half-time students. We receive sharp, almost acrimonious expressions of opinion on both sides of this issue. Colleges which are confronted with the problem of making loans and attempting collections for students who are in for two evenings of night school, who

may have no long-time connection with the college, and who may be completely temporary in residence, feel this has saddled on them a collection problem which is utterly unmanageable. They are, therefore, bitterly opposed to a definition which calls six units of work half-time attendance. The chief proponent of the six hour part-time definition is the Association of University Evening Colleges, as will of course be no surprise to you.

It appears that opposition to our objectives stems from governmental administrators as well as day college administrations and financial aid officers.

C. Travel Fund Resolution: The Legislative Committee submitted a resolution recommending that the reasonable expenses incurred by members of the Legislative Committee for travel to Washington be paid by the Association. No action as yet has been taken by the Executive Committee. Adoption is urged.

5. Standardized Definition of a Part-Time Student by Various Governmental Agencies

Standardization of definition of half-time and full-time students is important not only for the present, but for future legislation. There are many branches of the Federal government which make use of this type of definition, i.e., Department of Labor; Immigration; Health, Education and Welfare; Selective Service; and the Veterans' Administration, amongst others. The Committee is of the opinion that resolutions should be adopted recommending uniformity of definition.

6. A Study of the Part-Time Student Population and Its Financial Needs

For several years now the Legislative Committee has requested the U.S. Office of Education to make a survey of the evening student population to develop continuing statistical series of the student composition. Data on age, marital status, number of dependents, family income, educational costs, borrowing needs, number of credits completed and other significant qualitative and quantitative information would be most enlightening and helpful especially for legislative programs. At the time the U.S. Office of Education stated that budget limitations precluded the development of such a series though it acknowledged the merits of such a survey.

The International Association of Evening Student Councils is presently submitting a proposal to the U.S. Office of Education for a grant to conduct a socio-economic study of the evening students. It is recommended that this Association cooperate with them in this endeavor.

7. Committee Opinion Requested by President Robert E. Berner

   A. The Committee was asked by the President to comment on the Ad Hoc Committee of Adult Education Organizations. It was of the view that the exchange of information between the organizations involved was excellent. However, it failed to find merit in any joint approach to legislation as many of the constituent organizations would not be involved in the type of legislation in which AUEC has a primary interest.

      The Committee again emphasized that a representative of the AUEC could do more by personally speaking with legislators and administrators than could be achieved by an "umbrella" approach.

   B. The Committee was asked if the Association should support the Hartke Bill.

The Hartke Bill should be vigorously supported, subject to one proviso: that the funds authorized and appropriated do not detract from the funding of Title I of the Higher Education Act of 1965.

Respectfully submitted,

Martha L. Farmer, Chairman
(City College, N.Y.)
Sol Jacobson, Vice Chairman (Brooklyn)
Richard F. Clemo (Adelphi)
George F. Knerr (Pace)
H. Lichtenstein (Hofstra)
Heinz Mackensen (Fairleigh Dickinson)
Milton R. Stern (Wayne)
James E. Tobin (Queens College, N.Y.)

A. Jack Clegg, Ex Officio (IAESC)

Supplement VIII

REPORT OF THE JOINT COMMITTEE ON MINIMUM DATA AND DEFINITIONS

During the year, the Joint AUEC-NUEA Committee activities included the following:

1. The fifth annual report on programs and enrollments of AUEC and NUEA member institutions was published, in accordance with the previously established definitions and data categories adopted by the boards of both associations.

2. An evaluation form was distributed to deans and directors requesting their opinion as to whether or not the present form is satisfactory. Of the 164 reporting institutions, 139 reported satisfaction with the existing annual questionnaire and report. The Joint Committee is considering the details of the remaining 25 who indicated some form of dissatisfaction. The study will involve the consideration of changes in both the data requirements and the form in which the report is presented.

3. A request was presented to and approved by the boards of AUEC and NUEA for a special allocation of monies to make a six-year analysis of the annual reports, together with graphs and charts, and projections of enrollments in higher adult education at member institutions.

4. Close liaison was maintained with both the American Association of Collegiate Registrars and Admissions Officers and the U.S. Office of Education concerning the national data requirements in higher adult education. The National Center for Educational Statistics, Office of Education, will be financing and publishing a revision of AACRAO's previously published Handbook of Definitions in Higher Education. The chairman of the Joint Committee has been

asked to serve again in advising on and preparing those materials for the book relating to higher adult education.

5. The Office of Education continues to express an interest in developing a major national survey of higher adult education in the 2000 colleges and universities throughout the country. They anticipate working closely with the Joint Committee in planning the nature and scope of the study.

Respectfully submitted,

Phillip E. Frandson, Chairman
(UCLA, Los Angeles)(NUEA)
Frank Neuffer (Cincinnati)(AUEC)
Howell McGee (Oklahoma)(AUEC)
Gayle Childs (Nebraska)(NUEA)

Supplement IX

REPORT OF THE COMMITTEE ON RELATIONSHIPS

The last annual reports of greatest significance in AUEC's efforts to cooperate with other associations of higher adult education were made by the chairman of the Advisory Committee and by the Committees on Teacher Certification and Business Education; these are contained in the 1965 Proceedings, pp. 68-78 and 85-90.

The members of the 1965-1966 committee were: Deans Adams, Berner (ex officio), Deters (Chairman), Emmet, Matre, Neuffer, and Winters.

This committee met at John Carroll University, Cleveland, November 16; the report of that meeting appears in the AUEC Newsletter, November-December 1965, vol. xiv, no. 1, p. 29. This meeting was in preparation for a meeting called by the American Council on Education in Washington, D.C., November 29. AUEC members delegated to attend that ACE meeting were Deans Berner (President), McGee (Secretary-Treasurer), and Deters (Chairman, Committee on Relationships).

The official report of this meeting was circulated by ACE under the title: "Report of the Meeting on Higher Adult Education sponsored by the Commission on Academic Affairs, American Council of Education, Washington, D.C., November 29, 1966"; this was reprinted substantially in the Newsletter, November-December, vol. xiv, no. 1, pp. 29-32. The significant breakthrough at this meeting was the fact that ACE established a permanent committee on higher adult education under the ACE Commission on Academic Affairs.

The AUEC Committee met at 2:30 p.m., Wednesday, March 16, in the Center for Continuing Education of the University of Chicago; the specific purpose of the meeting was to discuss the admission of deans of two-year colleges to full institutional and voting membership in AUEC. The chairman reported this meeting to the Executive Committee the following morning, and the written report was mailed to all AUEC members by Dean Kendall under the title, "Should or should not the deans of evening divisions of two-year colleges be admitted to full institutional and voting membership in AUEC? Report of the AUEC Committee on Relationships. April, 1966."

The ACE Committee on higher adult education met April 20, 1966, in Washington, D.C. Representing AUEC were President Berner and Dean McGee, and President Berner reported on this meeting in the Newsletter, March-April, vol. xiv, no. 3, p. 1.

April 29, Charles G. Dobbins, Executive Secretary and Assistant to President Logan of ACE, wrote a letter to Dr. Robert J. Pitchell, Executive Director, National University Extension Association, of which the first paragraph reads: "This is to confirm our understanding that you will proceed to make a report on the current situation in higher adult education in the United States. This report, as you described it in your letter to me of April 28, is 'to consist of a listing and analysis of recently completed studies in this field and an identification of the major issues confronting higher adult education today'." The target date for completion of this study was September 1, 1966.

While AUEC was firming up its relationship and cooperation with other associations of higher adult education through the agency of ACE, the Adult Education Association of USA was making another effort toward cooperation among the more significant associations of adult education as such, not necessarily of adult higher education only; as AUEC had thought there was reason for cooperation among associations of adult higher education, so AEA thought there was reason for greater cooperation among all associations of adult education. Toward this end a meeting was held in Washington, D.C., March 6-7, 1966. President Berner was asked to chair the next meeting. This was held in Buffalo; the delegates agreed to attempt in 1968 in Chicago a galaxy meeting of the major associations of adult education.

The current chairman thinks that for the coming year (1966-1967) this committee should attempt to bring about better cooperation between AUEC and: 1) the Council of Graduate Schools (not represented on the ACE committee); 2) the Association of Urban Universities (not represented on the ACE committee); 3) the International Association of Evening Student Councils; and 4) NUEA.

Respectfully submitted,

Richard T. Deters, S.J., Chairman
(Xavier)
Viers W. Adams (Pittsburgh)
Robert F. Berner (Buffalo)
Thomas A. Emmet (Detroit)
Richard A. Matre (Loyola, Chicago)
Frank R. Neuffer (Cincinnati)
Clifford L. Winters (Syracuse)

Supplement X

REPORT OF THE FINANCE COMMITTEE

Proposed Budget 1966-1967

Publications:	
Proceedings	$ 600
Newsletter	2,750
Printing, roster, etc.	650
Office	100
Postage	400
Travel	1,500
Secretarial	4,000
Leadership Conference	1,200
Committee Expenses	500
Convention	100
Dues	300
Joint AUEC/NUEA Committee	350
Executive Secretary	1,000
Audit and Bond	100
Contingency	700
	$14,250

Respectfully submitted,

Edward Pappert, Chairman
(Windsor)
Stewart Bowen (Regis)
George Spears (Russell Sage)

Supplement XI

REPORT OF THE RESEARCH COMMITTEE

Dissemination of Information Among Continuing Educators (DICE)
A Project of the AUEC and NUEA

STATEMENT OF PROCEDURES

PURPOSE

The purpose of the DICE project is to assist in the effort to improve the practice of continuing education in universities and colleges.

METHOD

General

This project, administered by the Research Committee of the AUEC, will seek to accomplish its purpose by improving the professional competence of those involved in conducting programs of continuing education who desire to participate in the project. This will be accomplished by having selected resource persons provide information to those seeking assistance. This information will primarily consist of references to that literature containing information that will help the practitioner solve the problem he has identified.

Specific

The following steps describe how the project will operate:

Anyone engaged in the operation of continuing education programs sponsored by member institutions of AUEC and NUEA may participate.

1. The person (Inquirer) desiring information about a problem in the practice of

continuing education with which he would like assistance, should send his inquiry to the appropriate Resource Person. A list of the resource persons, together with their area of specialization and address, is included at the end of this statement. (If the problem identified by the Inquirer is not included in the subject-matter areas listed, please write directly to the Research Committee, AUEC. An effort will be made to obtain information from other resources.)

Carbon copies of the letter to the Resource Person should be sent to the Regional Chairman (either AUEC or NUEA; depending on which association the Inquirer is a member of), and the Research Committee of the AUEC. The names and addresses of the Regional Chairmen for 1965-66 are included at the end of this statement, together with the address of the Research Committee, AUEC.

2. The Resource Person will respond to the Inquirer's letter by listing those references to literature containing information dealing with the problem.

   Carbon copies of the Resource Person's letter should be sent to: 1) the Regional Chairman, 2) the Research Committee, AUEC, and 3) the Library for Continuing Education, Syracuse University.

   The Resource Person may, if he desires, provide information in his letter dealing directly with the problem, in addition to, or in lieu of, citing pertinent references.

3. The Regional Chairman is a recipient of carbon copies in order that he may know what kinds of problems are being asked by persons in his region. This information should be of value to him when planning

regional meetings.

4. The Research Committee, AUEC, will maintain a file of all inquiries and responses. These will be used to:

   a. conduct an evaluation of the project.
   b. determine important areas for research.
   c. take necessary follow-up action if and when a particular inquiry is not completed.

5. The Library for Continuing Education, Syracuse University, will be kept informed by means of the carbon copy from the Resource Person of the titles of articles, books and research reports that seem to be of most value by the Resource Persons. If these references are not in its collection, the Library may wish to obtain them.

RESOURCE PEOPLE BY NAME

Aker, George F.
Head, Dept. of Adult and Continuing Education
Florida State University
Room 7, Kellum Hall Basement
Tallahassee, Florida

1. Adult basic education
2. Technology for residential adult education
3. Adult learning abilities
4. Program development

Allen, Lawrence A.
School of Library Science
University of Kentucky, Lexington, Kentucky

1. Adult education administration
2. Training adults
3. Professionalization
4. Library science
5. Health sciences
6. Organizational change

Boyd, Robert D.
Assistant Professor, Educational Psychology and
Education, The University of Wisconsin
Education Bldg., Madison 6, Wisconsin

1. Personality as related to learning
2. Instructional groups

Brown, Alan
Professor, University of Nebraska
526 Nebraska Hall, Lincoln, Nebraska

1. Continuing professional education
2. Motivation to participate

Griffith, Wm. S.
Assistant Professor of Education, Department of
Education, The University of Chicago
5835 South Kimbark, Chicago, Illinois

1. Organizational adaptation
2. Engineering change in adult education institutions

Hendrickson, Andrew
Director, Center for Adult Education, Department of Education, The Ohio State University
1945 N. High St., Columbus, Ohio

1. Teaching
2. Informal workshops and institutes

Knowles, Malcolm
Professor of Adult Education, Boston University
Charles River Campus, 332 Bay State Rd.
Boston 15, Mass.

1. Teacher training
2. Program design
3. Teaching techniques
4. Psychology of learning

Knox, Alan B.
Professor of Adult Education, Teachers College
Columbia University, New York, N.Y.

1. Adult learning and development
2. Motivation to participate
3. Design of effective learning experiences for adults
4. Administrative decision-making in the adult education agency

Larson, Karl J.
Director of Evening Classes, Suffolk College
Springfield, Mass.

1. Program planning
2. Faculty training
3. Rehabilitation of adult penal offender
4. Industrial management and human relations

Leagans, J. Paul
Professor of Agricultural Education
Cornell University, Ithaca, New York

1. Teaching
2. Program development
3. Motivation to participate

Liveright, A.A.
Director, Center for the Study of Liberal Education for Adults
138 Mountfort Street, Brookline, Mass.

1. Liberal education programming
2. Special degrees
3. Overview of adult education
4. International adult education

McCormick, Robert W.
Assistant Director, Cooperative Extension Services
Ohio State University, Columbus 10, Ohio

1. Program development

Nadler, Leonard
George Washington University
Washington, D.C. 20006

1. Adult education and employability
2. Designing programs
3. Anti-poverty programs and practices

Otto, Wayne
School of Education, University of Wisconsin
1015 West Johnson, Madison, Wisconsin 53706

1. Teaching
2. Dropouts

Perril, Lester S.
Coordinator of Adult Education, College of Education
Arizona State University, Tempe, Arizona

1. Adult learning
2. Teaching
3. Promotion
4. Teacher recruitment and preparation

Schroeder, Wayne
Associate Professor, Department of Adult and Continuing Education, Florida State University
Room 7, Kellum Hall Basement, Tallahassee, Florida

1. Teaching
2. Program development

Shute, R. Wayne
Department of Continuing Education, College of Education, Brigham Young University
Provo, Utah

1. Organization for administration
2. Motivation to participate
3. Financing
4. Faculty

Thiede, Wilson B.
Associate Dean, School of Education
University of Wisconsin, Education Building
Madison 6, Wisconsin

1. Program planning (curriculum)
2. Evaluation of programs

Thomas, Alan M.
Canadian Association for Adult Education
113 St. George St., Toronto 5, Canada

1. Teaching
2. Promotion
3. Conception
4. Planning

Verner, Coolie
Professor, Department of Extension
University of British Columbia, Vancouver, B.C.

1. Dropouts
2. Instruction
3. Methods and techniques
4. Program planning

Whaley, F.R.
Faculty of Education
University of British Columbia, Vancouver 8, B.C.

1. Adult learning
2. Health education of adults

Wientge, King M.
Assistant Dean, Director of Adult Counseling
University College, Washington University
St. Louis, Missouri

1. Adult counseling
2. Adult group testing
3. Research in adult learning
4. Industrial counseling and testing

RESOURCE PEOPLE BY SUBJECTS

1. ADMINISTRATION

    a. General - Allen, Lawrence A.
    Ingham, Roy
    b. Decision-making - Knox, Alan B.
    c. Organizational change - Griffith, William S.
    Allen, Lawrence A.
    d. Organizational structure - Shute, Wayne

2. ADULT EDUCATION AS A FIELD OF STUDY

    a. An overview - Liveright A.A.
    b. Professionalization - Allen, Lawrence

3. BASIC EDUCATION

    a. General - Aker, George F.
    b. Anti-poverty programs and practices -
    Nadler, Leonard

4. COUNSELING

    a. General - Wientge, King M.
    b. Industrial - Wientge, King M.

5. DROPOUTS - Otto, Wayne

6. EDUCATIVE BEHAVIOR - Ingham, Roy

7. EMPLOYABILITY - Nadler, Leonard

8. EVALUATION - Thiede, Wilson

    a. Group Testing - Wientge, King M.

9. FACULTY

    a. General - Shute, Wayne
    b. Training and Recruitment - Larson, Karl
    Perril, Lester S.

10. FINANCING - Shute, Wayne

11. HEALTH EDUCATION - Whaley, R.F.
Allen, Lawrence A.

12. INDUSTRY

a. Management Training - Larson, Karl

13. INFORMAL ADULT EDUCATION

a. Workshops and Institutes - Hendrickson, Andrew

14. INSTRUCTION (TEACHING)

a. General - Otto, Wayne
Schroeder, Wayne
Verner, Coolie
Hendrickson, Andrew
Leagans, Paul
Thomas, Alan
Allen, Lawrence
b. Groups - Boyd, Robert
c. Of Teachers - Knowles, Malcolm
d. Technique and Methods - Knowles, Malcolm
Verner, Coolie

15. INTERNATIONAL ADULT EDUCATION - Aker, George
Liveright, A.A.

16. LEARNING ABILITY

a. General - Wientge, King
Aker, George
Knox, Alan
Verner, Coolie
b. Personality Factors - Boyd, Robert D.
c. Psychological Factors - Knowles, Malcolm

17. LIBERAL EDUCATION

a. Programming - Liveright A.A.

18. LIBRARIES

    a. Programs for Adults - Allen, Lawrence
    b. Organization and Scope - Allen, Lawrence

19. MOTIVATION

    a. To participate - Knox, Alan
       Leagans, Paul
       Shute, Wayne

20. PROGRAMMING (Curriculum Development)

    a. Design - Knowles, Malcolm
       Nadler, Leonard
    b. Development - Aker, George
       Leagans, Paul
       Schroeder, Wayne
       McCormick, Robert
    c. Planning - Larson, Karl
       Verner, Coolie
       Thiede, Wilson

21. REHABILITATION

    a. Penal Offenders - Larson, Karl

22. RESIDENTIAL ADULT EDUCATION

    a. Technology for - Aker, George

23. SPECIAL DEGREES - Liveright, A.A.

ADDRESSES
REGIONAL CHAIRMEN AUEC
1965-66

John Blake
Continuing Education Division
University of Maine
Oromo, Maine 04473

Arthur L. Assum
University School
University of Rochester
Rochester, New York

Roy Ilowit, Dean
Evening Division
C.W. Post College
Greenvale, New York 11548

Sherman Kent
Evening School
Rider College
Trenton, New Jersey 08602

James G. Brown
College of General Studies
George Washington University
Washington, D.C.

George E. Grauel
Evening College
John Carroll University
University Heights, Ohio

AUEC Research Committee

Lawrence Allen
Chairman
Department of Library Science
University of Kentucky
Lexington, Kentucky

Mason Webster
Tulane University
New Orleans, Louisiana 70118

Harry A. McGuff
Evening Division
Indiana Central College
Indianapolis 27, Indiana

John P. Donohue
University College
Loyola University
820 N. Michigan
Chicago, Illinois 60611

Mrs. Helen Crockett
Division of Continuing Education
Wichita State University
Wichita, Kansas 67208

Edwin P. Banks
Denver Center
1100 14th St.
University of Colorado
Denver, Colorado

Gerald A. Sugrue
Evening College
University of San Francisco
San Francisco, California 94117

Supplement XII

REPORT OF THE COMMITTEE ON STUDENT PERSONNEL

This report covers the activities of the Student Personnel Committee from October 25, 1965 to October 30, 1966.

A total of six meetings was held during the year. Two of these meetings (October 25 and 26, 1965 in Dallas) involved the entire committee, while the remaining four involved only part of the entire group.

Below is a summary of the activities of the committe by areas of concern rather than by meeting dates.

Consulting Service

During the year our consulting service became a reality. The brochure, distributed so far only to the AUEC membership, will be mailed shortly to various other professional organizations. If any of you wish to have additional copies of the brochure, please see me sometime this week and I will see that they are mailed to you.

Newsletter - Student Personnel Corner

The Executive Committee approved our request for a regular column in the Newsletter devoted to Student Personnel and Dean Egginton has been supplying copy for the column throughout the year. Most of the material used so far has come from our Committee. We would welcome any contributions to the "Student Personnel Corner" from the membership at large.

Program for 1966 Convention

Several of our meetings throughout the year were devoted to the preparation of the program which we shall be presenting during this convention. It is our hope that this particular program will serve a twofold purpose: (a) a further publicizing of the consulting service and (b) a clear statement of what the committee, through its consultants, believes "Excellence" to be in student personnel administration, counseling, and student activities.

Inter-Association Cooperation

The Committee continues its close association with two related groups and has initiated a closer relationship with one other. We continue to work very closely with Commission XIII of the American College Personnel Association--"Adults in Higher Education" and with the Evening Student Personnel Association. The chairman of the AUEC Student Personnel Committee serves as vice-chairman of Commission XIII and, once again, through a joint effort of the Committee and Commission XIII, three programs will be presented at the ACPA convention in Dallas in March 1967. One program will deal with women in continuing education, another with profiling the adult student and the third with the culturally disadvantaged adult.

The two programs sponsored by Commission XIII at the ACPA convention in Washington last year were highly successful and very well attended. We find that the entire climate within the personnel field has improved so far as adults are concerned. Where little or no interest in the adult student was shown five years ago, today there is at least a willingness among our own professionals to recognize the fact that adults exist and that their situations are different. We feel that at least some of this change in attitude has been due to the efforts of our Committee and Commission XIII.

Through our relationship with the Evening Student Personnel Association, several programs of mutual concern have been held during the year. The major effort was a joint meeting of three regions of AUEC and the annual convention of ESPA in

St. David, Pa.

The third organization with which the Committee (especially the chairman) has been renewing a closer association is the IAESC (International Association of Evening Student Councils). The chairman represented AUEC at an executive committee meeting of the IAESC in June, appeared on a panel at one of their regional meetings in October, and will speak at their annual convention in Akron in November. Much could be said about the value of a significantly closer tie between AUEC and IAESC but the limitations of time and space allow just this comment. The leadership of IAESC consists now of a group of mature, responsible students who earnestly desire to work for the common good--the betterment of the position of the evening student in all phases of his college life. Their goals are quite similar to ours and I believe we should cooperate with their efforts to the fullest extent possible.

The Future

The Committee hopes to continue its efforts in all the areas mentioned and give attention to questions of standards of practice, standards of training, and continued service to AUEC.

Respectfully submitted,

Peter Meyer, Chairman (Queens, N.Y.)
Mary Egginton, Vice-Chairman (Adelphi)
Thomas Emmet (Detroit)
Jerrold Hirsch (ESPA)
William Kelly (Louisville)
George Knerr (Pace)
Rubin McDaniel (Baldwin-Wallace)
Elliot Palais (Kingsborough Community)
Richard Robbins (Johns Hopkins)
Peter Siegle (CSLEA)
Myron Spohrer (Washington)

Supplement XIII

REPORT OF THE PUBLIC RELATIONS COMMITTEE

Meetings of the Committee were held as follows:

1. Dallas at the close of the AUEC Conference
2. April 28 at Pratt Institute, Brooklyn, N.Y.

Major activities of the Committee centered around the communications related to the preparation of material for the proposed documentary film. Major items in this process are presented below:

1. November communications with membership requesting script and film materials.

2. Coordination of communication with WWL-TV assisted markedly by Ray Witte.

3. Preparation of background script information to be used as required.

4. Report of progress to the Board of Leadership Conference and transmission of the Board's interests to the Committee and to the station.

Respectfully submitted,

James F. Baker, Chairman
(Boston University)
Father Charles M. Crowley
(Boston College)
Robert W. Osborne (Pratt)
Robert W. Shaw (Queens)
James W. Southouse (Bridgeport)

Supplement XIV

REPORT OF THE MEMBERSHIP PROMOTION COMMITTEE

The Membership Promotional Committee was formed after the 1965 convention. Its first meeting was held on January 6 in Washington, D.C. This session was devoted primarily to organization and functions of this Committee. The three members and several guests and advisors came up with a proposed plan of operation which was submitted to the Executive Committee of the Association of University Evening Colleges. After the plan for promotion was approved, the Committee commenced to put it into operation.

The operational plan for the Committee asked that the regional chairmen or one of their delegated members or a committee handle membership promotion on a regional basis. It was felt that at this level we could give it a personal touch because most of us know the evening college directors and deans in our localities. The Committee recognizes the fact that it takes a lot of work and effort to follow through on our proposal. However, we are quite sure that this will bring qualified members to AUEC.

First, we ask that a list of prospective members be compiled for each region. These prospects should be invited to regional meetings and encouraged to seek membership in AUEC. A copy of the list of prospective members should be sent to the editor of the Newsletter so a copy of this publication may be sent to each prospect. Another copy should be sent to the executive secretary so he may extend an invitation from the national level to join AUEC. This list has also been used to forward invitations to the annual convention. We have tried to encourage the regional chairmen to make as many contacts as possible with prospective members and to mail to these people one of the small brochures explaining the aims, purposes, functions, and goals of AUEC.

It had been our intention to devote two years to our plan to increase membership. This means that the original contacts made in the first year should be followed through during the succeeding year if the institution has an evening program or is about to commence an evening program and would be interested in membership. We believe that a two-year contact will bring in a prospect. If he does not become a member after two years of effort, then the possibilities are very slim. We hoped to increase membership by at least 50 per year. We do not believe this goal will be reached during 1966. Our guess would be that membership should increase by approximately 20 members. At the present time, we have had favorable responses through a list of prospective members from Regions 3, 4, 5, 6, 7, 8, and 9. We have already thanked these regional chairmen, but we feel that public acknowledgment is in order for all of AUEC is in their debt.

The question of membership for junior colleges has been left to the executive body of AUEC and its full membership. If it is decided that accredited junior colleges would be eligible for membership, then the regional chairmen and the national committee for the promotion of membership will have to put forth more effort to see that these two-year colleges, which have evening programs, are advised of AUEC and membership in the organization.

Securing the full help and cooperation of all regional chairmen will be the main task for next year. This is the only way membership will be encouraged on a nationwide basis. It is hoped that the spirit which is usually found in AUEC will be evidenced through encouraged membership. The Committee is always soliciting ideas and suggestions which can be used to promote the organization and membership. We would like to serve as a coordinating committee which will forward to all regions plans and ideas that have proven successful in the encouragement of membership in one or more particular regions.

Reverend John Burns will be leaving the Committee after the 1966 Convention. The other two members wish to thank him for his splendid help and counsel. We know that the other AUEC committee to which he is moving will benefit from John's presence.

The Committee should also express its gratitude to Bob Berner, Howell McGee, and Gurth Abercrombie. They were most prompt in handling inquiries and lists from the regional chairmen. Application blanks, AUEC pamphlets, letters and the Newsletter were on the prospect's desk before he could say "The Association of University Evening Colleges."

We believe the best way to end this report is to say we solicit your help, your aid, and your ideas, for we are working for you.

Respectfully submitted,

Melvin E. Fuller, Chairman
(Roanoke)
Rev. John J. Burns, S.J.
(Loyola, Baltimore)
William F. Lanier (American)

Supplement XV

REPORT OF THE COMMITTEE ON REGIONS

The majority of the regions held regional meetings at least once a year (see page 196). In some regions, where convenient, meetings are held monthly and some hold both fall and spring meetings.

Some of the issues discussed at the regional meetings this year were:

Title I of the Higher Education Act of 1965.
Guidance and Counseling in Evening Colleges.
Realignment of the Regions.
Membership of Junior Colleges in AUEC.
Future Direction of Evening and Continuing Education.
Cold War - G.I. Bill.

The AUEC Membership Committee requested assistance with their membership drive from the regions. The regions are in a good position to assist in obtaining new members. Not all of the regions have responded, but it is expected that they will cooperate to their fullest extent in the future.

As AUEC expands, the regional organization becomes increasingly important. It provides for an exchange of ideas between members located in the same geographical area; it provides an opportunity for members to meet outside of the annual AUEC meeting; it provides an opportunity to hold joint meetings with other regions and other adult education association groups; and it helps to strengthen the AUEC organization.

One of the most persistent problems of regional organization in the West is the great distance that separates clusters of institutional members. For example, in Region 11, the Central Texas and Oklahoma cluster form a logical geographical entity and representatives of three institutions in Denver do have frequent informal (from the AUEC point of view) contacts in the course of other educational organizational encounters. However, neither pair of clusters has a common geographical bound otherwise, except at the Annual NUEA - AUEC Midcontinent Regional Conference in January. This conference attracts NUEA members primarily from the eastern foothills of the Rockies to an indefinite north-south line somewhere between Omaha and Chicago.

The Mountain-Plains Adult Education Association, which holds an annual meeting in the spring, covers the states of Montana, Nevada, Utah, Idaho, Arizona, New Mexico, Wyoming, and Colorado; but presently the only institutions associated with AUEC that belong to this association are from Denver.

Region 10 members have been holding their regional meetings in conjunction with the meetings of the Missouri Valley Adult Education Association. The boundaries do not coincide with those of the region.

It is felt that an intense effort should be made among the leadership of AUEC, NUEA, AEA and other organizations concerned with continuing education beyond the high school level to reach an agreement on regional groupings in the Great Plains and inter-mountain parts of the country.

In Region 12, it is very difficult to hold a regional meeting. Several of the institutions are located in the Pacific northwest and the remainder are located in California. The majority of their institutions have a major interest in extension work. For this region, it might be possible to divide the region into two sections - north and south - so that each section might hold meetings with the proceedings of these meetings being coordinated with each other. Another possibility would be to try to arrange a joint meeting with another region once a year. In this way, the financial expense would not be too great. It also might be possible to arrange a joint meeting with some other adult education group in the area.

The difficulties and problems that are presently being encountered are not impossible to overcome, but it will take time to work out a satisfactory solution.

As institutional membership in AUEC increases, the idea of subdividing the region might work out.

A roster of each region is prepared and kept up-to-date. These rosters are sent to the appropriate AUEC officers and directors.

A meeting of all regional chairmen has been included on the program of the annual meeting in Buffalo.

It is felt that some progress has been made and will continue to be made at the regional organizational level. It does take time to obtain results and sometimes these results may not be too apparent.

The Committee is indebted to the regional chairmen for their most cooperative efforts during the past year. The Committee is also indebted to the officers of AUEC for their support and encouragement, and to the Editor of the AUEC Newsletter for his assistance in transmitting news of the regional activities to the entire AUEC membership.

The Chairman would also like to point out the invaluable assistance given to him by the members of his committee. Any success can be attributed to the excellent work that was done by the members of his committee.

Respectfully submitted,

Frank T. Carroll, Jr. Chairman
(Delgado)
Edwin P. Banks (Colorado)
Sherman V.N. Kent (Rider)
Rev. Gerald Sugrue, S.J.
(San Francisco)

REGIONAL MEETINGS

Region 1 - Rev. C.M. Crowley, S.J., Chairman
Boston College
Date of meeting: 6/2/66
Location of meeting: Boston College

Region 2 - Dr. A.L. Assum, Chairman
University of Rochester
Date of meeting: 4/29-4/30/66
Location of meeting: University of Toronto

Region 3 - Dr. Robert Osborne, Chairman
Pratt Institute
Date of meeting: 4/21-4/22/66
Location of meeting: Treadway Inn
St. David's, Pa.
Remarks: Jointly with Regions 4,5 and Evening Student Personnel Association

Region 4 - Dr. Stanley Gwiazada, Chairman
Drexel Institute of Technology
Date of meeting: 4/21-4/22/66
Location of meeting: Treadway Inn
St. David's, Pa.
Remarks: Jointly with Regions 3,5 and Evening Student Personnel Association

Region 5 - Dr. Melvin E. Fuller, Chairman
Roanoke College
Date of meeting: 4/21-4/22/66
Location of meeting: Treadway Inn
St. David's, Pa.
Remarks: Jointly with Regions 3,4 and Evening Student Personnel Association

Region 6 - Dr. Howard A. Ward, Chairman
University of Detroit
Date of meeting: 4/22/66
Location of meeting: Detroit

Region 7 - Dr. Glenn Bushey, Chairman
University of Chattanooga
Date of meeting: 4/1-4/2/66
Location of meeting: Holiday Inn, Atlanta, Georgia

Region 8 - Dr. Harry McGuff, Chairman
Indiana Central College
Date of meeting: 4/28/66
Location of meeting: Indiana Central College, Indianapolis, Ind.

Region 9 - Dr. Curtis Moore, Chairman
Rockford College
Date of meeting: May
Location of meeting: Milwaukee, Wisc.

Region 10- Dr. William T. Utley, Chairman
University of Omaha
Date of meeting: 4/21-4/22/66
Location of meeting: Sioux Falls, So.Dak.
Remarks: Held in conjunction with Annual Missouri Valley Adult Education Conference

Region 11- Dr. Edwin P. Banks, Chairman
University of Colorado
Date of meeting: 1/9/66
Location of meeting: Lincoln, Nebraska
Remarks: Held in conjunction with the Annual Mid-Continent Regional Conference, NUEA-NUEC

Region 12- Rev. Gerald Sugrue, S.J.
University of San Francisco
San Francisco, California

Supplement XVI

FROM THE DEAN'S DESK

A Report on its Publication

Although nine deans and directors agreed in November 1965 to write, print, and distribute issues of From The Dean's Desk during the past year, five were unable to meet the schedule. Four deans contributed the following items.

George Grauel	Black Angus on the Academic Ranch
Ken Settle	Panacea or Pandora's Box?
William Utley	Don't Fight City Hall
Harold Shanafield	The Publication of an Evening College Newspaper

A From the Dean's Desk can be of much value not only to new AUEC members but also to members of long standing. The publication permits a dean or director to share his administrative experience with others in AUEC.

The five deans who were unable to contribute issues during the past year explained their problems in various ways. One failed to receive notice of his assignment on time because it had gone astray in the mail. Three became involved in other activities to such an extent that they lacked the time to do a From the Dean's Desk. The fifth dean wrote an item but did not have funds to print and distribute his paper.

Next year it is hoped that at least six issues will be published.

Respectfully submitted,

Harold Shanafield (Northwestern)

Supplement XVII

CSLEA REPORT

CSLEA is happy to have this opportunity to present a report to AUEC membership on its activities. Since so many new members have joined AUEC during the past few years, this report will review briefly the background, organization and official relationships of CSLEA with AUEC as well as reporting on current activities. Despite the fact that CSLEA was "fathered" by AUEC, the close family relationship may not be apparent to all. This report, therefore, attempts in part to suggest how AUEC, the wise father, can recognize its own son.

1. Review of CSLEA, its Background and its Organization

CSLEA was set up in 1951 at the instigation of the Liberal Education Committee of the AUEC. It received its first grant from the Fund for Adult Education of the Ford Foundation in that year and was supported solely by the FAE until 1960.

The objective of the Center at its outset was:

> To assist colleges and universities
> in this country and abroad.
> To develop a greater effectiveness
> and a deeper sense of responsibility
> for the liberal education of adults.

Although the financing, the staff arrangements, the specific program, its operations, the size of the Center and the budgetary arrangements have been modified to meet changing needs since 1951, the goals and objectives have remained the same.

The policy of the Center is determined by a fourteen-man Board of Directors which is made up of the current presidents of AUEC and NUEA, two representatives nominated by the President of Boston University (since affiliation with B.U. in 1964), the Director of CSLEA and nine additional persons representing evening colleges, extension divisions, and the broad field of higher education (three of whom are elected each year for three-year terms).

The actual work of the Center is carried out by a professional staff of six persons, representing various disciplinary backgrounds. Members of the professional staff have been with the Center for an average of at least six years, and two staff members have more than ten years experience each with CSLEA.

The methods utilized by the staff members to achieve the very broad and ambitious objectives mentioned above are varied and flexible. To achieve the ambitious task of influencing the policies and operations of the institutions of higher education and to bring about changes which will result in more and better support for higher adult education by the higher education "establishment," requires that a small staff such as that of the Center must attempt to exert leverage on the "establishment" in a number of strategic ways. The Center attempts to exert this leverage--both on the field of higher adult education and on the parent institutions--in the following manner: through its publications and the development of a new literature of liberal adult education; through its Clearinghouse, which assembles information about the best examples of new and important programs in liberal adult education; through program development, whereby CSLEA attempts to identify significant areas for innovation and experimentation and then sets up or stimulates pilot programs; through conferences and institutes dealing with important new frontiers and cutting edges in the field; through field work to, and cooperation with, member institutions of AUEC and NUEA; through the organization of, or participation in, other groups and committees in the field (such as the International Congress of University Adult Education, the Negro College Committee on Adult Education, the New England Center for Continuing Education, the Council on College

Level Examinations, etc.); and through special studies for and consultation with key groups and associations in the field and with new and developing institutions of higher education.

The access to the field of higher education afforded to CSLEA by its Board of Directors, the experience gained by the staff over fifteen years of operation in the field, the intimate knowledge of liberal adult education available through the Clearinghouse and publications and the continuing contact with field gained through hundreds of field visits and consultations, contribute to the fact that CSLEA has unequalled knowledge and information about the needs, problems and potentialities in the field of higher adult education, and is, therefore, in a unique position to achieve its objective.

2. CSLEA and AUEC

Although CSLEA is not a membership organization, it is closely identified with the two major membership organizations in the field of higher adult education. Since its inception, CSLEA has had an integral relationship with the AUEC. Since 1956, it has enjoyed a similar official partnership with NUEA. The following are the specific areas of relationship and cooperation with AUEC:

a. In the first place, each president of AUEC serves as a voting member of the CSLEA Board during his presidency and thus both participates in developing the policy of CSLEA and is privy to all plans, proposals and projects of CSLEA. The president-elect of AUEC also serves as a non-voting member of the CSLEA Board for the year prior to his assuming full membership. In addition (by custom rather than by Constitution), one of the three members elected to the Board of CSLEA each year is selected from the ranks of evening college deans and directors.

b. Next, CSLEA has a special arrangement whereby one set of all publications (notes and essays, reports and occasional papers) are sent free to all AUEC deans and directors. In addition, these deans and directors may order additional sets of publications for their staff at a reduced cost of $6.00 per annum rather than at the regular $7.50 price. (The CSLEA Newsletter is sent to anyone interested, at no cost.)

c. Third, some twenty-five members of AUEC (Executive Committee, Board and other key committees) who are designated by the president of AUEC are invited each year to be guests of CSLEA at the annual Leadership Conference--which is also attended by similarly designated officials of NUEA.

d. Fourth, CSLEA has worked closely with AUEC committees ever since it was organized. Staff members from CSLEA serve either as members of, or consultants to, these committees and, in special situations in the past, CSLEA has provided small sums of money for special meetings of AUEC committees. A number of publications, such as the Neuffer and De Crow Administrative Practices in Evening Colleges and an Index of AUEC Meetings have focussed specifically on evening college activities. Another recent CSLEA publication, A Live Option: Potentials for the Evening College was the product of a joint AUEC-CSLEA Committee organized some years ago to examine varying concepts and possible directions in evening colleges. For a number of years, CSLEA staff members have worked actively on the program committees which plan the annual conference and CSLEA helped to establish the Joint AUEC-NUEA Committee on Minimum Data and financed that committee during its early days.

CSLEA staff members are now working actively with the various AUEC committees on the implementation of the theme of the 1966 conference as well as with the Committee on Student Personnel.

e. Finally, CSLEA has, over the years, made field visits to, cooperated with, and provided consultation to scores of individual AUEC institutions throughout this country and Canada. It has involved AUEC officially and unofficially in a number of special activities which it has initiated, such as the Study-Tour to the International Congress World Conference in 1965, the First International Conference on Comparative Adult Education, The Liberal Arts Seminars for Deans and Directors, Conferences on Special Degree Programs, etc.

3. CSLEA and Boston University

In July of 1964, CSLEA officially affiliated with Boston University. The decision to affiliate was made by the Board of Directors late in 1963 since it was felt that affiliation would be most helpful to CSLEA for a number of reasons: it would provide an institutional base for the organization and faculty relations for the staff; it would bring CSLEA closer to the operating problems and realities of a university adult education program; it would provide an opportunity for staff members to share their experience with students of adult education in a teaching situation; it would provide some financial base for CSLEA and it would increase its opportunities to secure government grants for support of special activities. After conversations with some twenty universities during 1963 and 1964, the Board endorsed the move to Boston University in November 1963 and the move was made the following July.

In view of questions which have been asked about the nature of the relationship with Boston University, it seems important to report that--as far as CSLEA and the field are concerned--these relationships have been highly satisfactory and helpful. The national and international responsibilities and activities of CSLEA have, in no way, been inhibited or limited. CSLEA continues its close relationships with the associations and the field in general and its program has not been altered in any important way. The following are the specific conditions involved in the affiliation:

a. The President of Boston University nominates two B.U. faculty members who serve three-year terms on the Board of Directors.

b. Professional members of the CSLEA staff devote one-fourth of their time to teaching assignments at B.U. and, in turn, have part-time faculty appointments at B.U.

c. CSLEA staff serve in advisory and consultant capacities on various B.U. adult education activities (in much the same way that they carry on consultant activities to other universities around the country).

d. Boston University compensates CSLEA for one-fourth of the professional salaries of staff members, it provides CSLEA with a building and it covers maintenance and service costs of CSLEA as well as providing CSLEA with ready access to faculty members who work with CSLEA on various special projects and activities.

4. Sampling of CSLEA Activities

The following are a few recent activities and projects carried on by CSLEA which relate directly or indirectly to the interests of AUEC members:

a. Publications
In addition to the Newsletter which, in recent special issues, dealt with subjects such as programs in the arts, programs for underprivileged, programs for public responsibility, etc., CSLEA published reports and essays during the past year dealing with: Significant Directions in Higher Adult Education; Education in the Peace Corps--; Institutional Backgrounds of Adult Education--; The Bachelor of Liberal Studies Program--; Creativity Research and Its Implications for Adult Education; and The Oakland Papers: Symposium on Social Change and Educational Continuity.

b. Conferences
The First National Conference on the Conseling of Adults was run in cooperation with the New England Board of Higher Education in May 1965.

Three conferences were run in prior years in cooperation with Syracuse University on the Foundations of Adult Education dealing with sociological, psychological, institutional aspects of adult education and another conference was held this year dealing with urban and minority problems.

A symposium was run in cooperation with Oakland University in 1965 on Social Change and Educational Continuity for faculty members, students and the adult education committees of Oakland.

The First International Conference on the Comparative Study of Adult Education run at Exeter, N.H., in June 1966, in cooperation with the International Congress of University Adult Education and the New England Center for Continuing Education.

c. Program Development

Continuing activity in the field of Degree Programs Especially for Adults including publications, an informal newsletter, field visits to stimulate new programs, special reports, conferences and speeches and articles on the subject.

Development of a prototype Institute for Metropolitan Education at Boston University under a grant from Title One of the Higher Education Act.

A proposed inter-university program for the Education of Audiences, for which special funds for experimental operation are now being sought.

A program for training key adult educators in Negro colleges in the South, whereby two northern institutions: Wisconsin and Syracuse, act in a sister relationship to two southern institutions: Tuskegee and Norfolk Southern and, in which, CSLEA acts in a tutorial role.

A proposal program for the Continuing Education of the Clergy, which is being developed in cooperation with the National Council of Churches.

d. Field Work and Consultation

Over forty visits to and with institutions of higher education in the U.S. and Canada during the past year to discuss programs and developments in the field of higher adult education.

Participation in, and consultation with, the newly organized Council on College Level Examinations with special reference to the use of these examinations for extension C/S and unaffiliated students as well as about the publication of a Directory for Independent Study.

Consultation with new institutions about the development of continuing education activities such as Cleveland State University and the Community Colleges of Philadelphia and Cuyohogha County.

Continuing consultation with the newly organized New England Center for Continuing Education on special programs.

Consultation with three New England Land-Grant universities on program development and organization of Cooperative and General Extension.

Consultation with the University of Missouri and several other institutions on the planning and development of special programs for the Continuing Education of Women.

e. Studies and Research

Studies in cooperation with the Academy for Educational Development on Higher Adult Education in Ohio and in Northern Indiana.

Study of "Adult Education in the United States" for the United States Office of Education (to be published by the USOE in 1966).

Report on University Arts Programs in the U.S., published in Arts and Society to be issued in the near future as a CSLEA Report.

f. International Activities

CSLEA has served as secretariat for the International Congress of University Adult Education since its inception in 1960.

Coordinator and leader of Study-Tour to "World Conference" in Denmark in 1965 (in cooperation with AUEC, NUEA, CADESS).

Program planner for 1966 conference on Conference on Comparative Adult Education (in cooperation with International Congress and New England Center).

Plans schedules and handles orientation for university adult educators brought to U.S. by Carnegie Corporation and special divisions of Ford Foundation and Institute of International Education.

5. Summary

It is hoped that the above resume of organization, background, affiliations, relationships and the brief sampling of activities will provide AUEC members with some idea of the scope and range of CSLEA activities.

No summary of CSLEA activity would be complete, however, without emphasizing the importance of its relationship with AUEC. Were it not for the support of and the close collaboration with AUEC, it would be impossible for us to work as effectively with the field, to know what is happening and what is important, to secure the acceptance and support of individual institutions or to successfully perform our roles as "Gadfly to the field of higher adult education."

As we move into our fifteenth year of active operation, we hope that the past close relationships with AUEC will flourish and expand. We look to AUEC officially, as well as to its individual members unofficially, for counsel, advice, criticism and help in furthering the goal of "achieving greater effectiveness and a deeper sense of responsibility for the liberal education of adults." We believe that we are entering a new and dramatic era in continuing education in institutions of higher education, and we want your advice as to how we may be more helpful and effective in working with you to achieve our common goals and objectives.

Respectively submitted,

A.A. Liveright, Director

PART V

APPENDICES

APPENDIX A

ROLL OF PAST PRESIDENTS AND ANNUAL MEETINGS

Year	Place of Meeting	President
1939	New York City	Vincent H. Drufner University of Cincinnati
1940	Omaha	A. Caswell Ellis (acting for Drufner, deceased) Cleveland College
1941	Cleveland	A. Caswell Ellis Cleveland College
1942	Buffalo	George Sparks (acting for A.L. Boeck, resigned) University of Georgia
1943	Chicago	George Sparks University of Georgia
1944	Pittsburgh	Norman P. Auburn University of Cincinnati
1945	Philadelphia	Lewis Froman University of Buffalo
1946	New York City	Henry C. Mills University of Rochester
1947	Minneapolis	F.W. Stamm University of Louisville
1948	New Orleans	Rollin B. Posey Northwestern University
1949	Cincinnati	Herbert C. Hunsaker Cleveland College
1950	Denver	Frank R. Neuffer University of Cincinnati

ROLL OF PAST PRESIDENTS AND ANNUAL MEETINGS
(continued)

1951	Detroit	Robert A. Love City College of New York
1952	Atlanta	Cortell K. Holsapple Texas Christian University
1953	St. Louis	Henry J. Wirtenberger, S.J. University of Detroit
1954	Milwaukee	Willis H. Reals Washington University
1955	New Orleans	John P. Dyer Tulane University
1956	New York City	George A. Parkinson University of Wisconsin
1957	Montreal	William H. Conley Marquette University
1958	Louisville	Alexander Charters Syracuse University
1959	Pittsburgh	Richard A. Mumma Johns Hopkins University
1960	San Francisco	Kenneth W. Riddle Drexel Institute of Technology
1961	Cleveland	Richard A. Matre Loyola University (Chicago)
1962	Miami	Daniel R. Lang Northwestern University
1963	Boston	Richard T. Deters, S.J. Xavier University

ROLL OF PAST PRESIDENTS AND ANNUAL MEETINGS
(continued)

1964	St. Louis	Earnest S. Brandenburg Drury College
1965	Dallas	Ralph C. Kendall University of Toledo
1966	Buffalo	Robert F. Berner State University of New York at Buffalo

APPENDIX B

AUEC COMMITTEE STRUCTURE 1965-66

Advisory

Ralph C. Kendall, Chairman (Toledo)
Earnest Brandenburg (Drury)
Alexander Charters (Syracuse)
Richard T. Deters (Xavier)
John P. Dyer (Tulane)
Daniel R. Lang (Northwestern)
Richard A. Matre (Loyola of Chicago)
Richard A. Mumma (Johns Hopkins)
Frank R. Neuffer (Cincinnati)

Dean's Desk

Harold A. Shanafield (Northwestern)

Editor of Proceedings

H. Lichtenstein (Hofstra)

Evening Student Personnel

Peter Meyer, Chairman (Queens)
Mary T. Egginton (Adelphi)
Reuben McDaniel, Jr. (Baldwin Wallace)
Richard D. Robbins (Johns Hopkins)
Myron A. Spohrer (Washington)
Jerrold I. Hirsch (Newark College of Engineering)
Elliott S. Palais (Pratt)
Peter E. Siegle (Boston) (C.S.L.E.A.)
George F. Knerr (Pace)
Thomas A. Emmet (Detroit)
William Kelly (Louisville)

Budget-Finance

Edward C. Pappert, Chairman (Windsor)
Stewart L. Bowen (Regis)
George J. Spears (Russell Sage)

Legislative

Martha L. Farmer, Chairman (City College of New York)
Sol Jacobson, Vice Chairman (Brooklyn)
Byron C. Lambert (Fairleigh Dickinson)
George F. Knerr (Pace)
H. Lichtenstein (Hofstra)
Milton Stern (New York)
James E. Tobin (Queens)
Richard F. Clemo (Adelphi)
Grover L. Angel (George Washington)

Local Arrangements

Nicholas Kish, Chairman (Buffalo)
Anthony F. Lorenzetti (Canisius)
P. Austin Derrig (Niagra)
Arthur L. Assum (Rochester)
Victor Scroger (Rochester Institute)
Harold Kentner (Rochester Institute)
Ethel E. Schmidt (Buffalo)
Barbara W. Northrup (Elmira)
Leo E. Keenan (St. Bonaventure)

Membership

Executive Secretary, Chairman
Executive Committee

Nominating

Ralph C. Kendall, Chairman (Toledo)
Mary T. Egginton (Adelphi)
Richard Bray (American)
Robert C. Osborne (Pratt)
Clarence H. Thompson (Drake)
D.B. Armold (Pennsylvania Military)

Program

Joseph P. Goddard, Chairman (Tennessee)
Clarence H. Thompson, Vice Chairman (Drake)
Nicholas Kish (Buffalo)
Donald B. Setterbo (Toledo)
Robert W. Shaw (Queens, North Carolina)
Kenneth B. Settle (Cincinnati)
Lynn W. Eley (Washington)
William T. Utley (Omaha)
Freda H. Goldman (Boston) (C.S.L.E.A.)
Hyman Lichtenstein (Hofstra)

Public Relations

James F. Baker, Chairman (Boston)
James W. Southouse (Bridgeport)
Charles M. Crowley (Boston College)
Robert C. Osborne (Pratt)
Robert W. Shaw (Queens, North Carolina)

Regions

Frank T. Carroll, Chairman (Louisiana)
Sherman V.N. Kent, Vice Chairman (Rider)
Gerald A. Sugrue (San Francisco)
Edwin P. Banks (Colorado)

Relationships with other Associations

Richard T. Deters, Chairman (Xavier)
Frank R. Neuffer (Cincinnati)
Viers W. Adams (Pittsburgh)
Thomas A. Emmett (Detroit)
Richard A. Matre (Loyola of Chicago)
Clifford L. Winters (Syracuse)

Research

Lawrence A. Allen, Chairman (Northeastern)
Roy J. Ingham, Vice Chairman (Syracuse)
Kingsley M. Wientge (Washington)
Walter H. Hayes, Jr. (Maryland)
Bernard H. Stern (Brooklyn)
Thomas J. Dolphin (Clarke)
Charles P. Bruderle (Villanova)

Resolutions

Raymond P. Witte, Chairman (Loyola)
John S. Quinn (William and Mary)
Lawrence C. Barden (Drexel)
George W.C. Brown (Virginia State)

Special Programs for Women

Adelaide H. Jones, Chairman (Drury)
Helen M. Crockett (Wichita)
Barbara W. Northrup (Elmira)
R. Jack Freeman (Mississippi)

Guidelines for Excellence: Business Programs

Thomas J. Bryde, Chairman (Iona)
William C. Huffman (Louisville)
Allen F. Jung (Chicago)
James R. Quimper (Maryland)
George E. Grauel (John Carroll)
Thomas J. Wynn (DePaul)
Robert L. MacDonald (University of Pennsylvania)
Theodore E. Fitzgerald (Temple)

Guidelines for Excellence: Teacher Education

Edward F. Cooper, Chairman (Maryland)
Richard Bray, Vice Chairman (American)
Grover L. Angel (George Washington)
Virgil W. Alexander (Northern Illinois)
William T. Utley (Omaha)
J. Martin O'Hara (Thomas More)
Richard D. Robbins (Johns Hopkins)

Guidelines for Excellence: Engineering

David H. Mangnall, Chairman (Newark)
Stanley J. Gwiazda, Vice Chairman (Drexel)
Kenneth Henninger (Illinois)
J.W. Hostetter (Brooklyn Polytechnic Institute)
Russell A. Norton (Rochester Institute)
Carl H. Elliott (Purdue)
Kenneth R. Burchard (Carnegie)
Edward D. Shanken (Pratt)

Guidelines for Excellence
General Education: Arts & Sciences

Edward Spengler, Chairman (Brooklyn)
Daniel R. Lang (Northwestern)
James B. Whipple (Boston) (C.S.L.E.A.)
Arthur Assum (Rochester)
Byron C. Lambert (Fairleigh Dickinson)
Richard A. Mumma (Johns Hopkins)
Richard T. Deters (Xavier)
Curtis H. Moore (Rockford)

Guidelines for Excellence
Community Service: Urban Extension

Ernest E. McMahon, Chairman (Rutgers)
Russell F.W. Smith, Vice Chairman (New York)
Kenneth Haygood (Boston) (C.S.L.E.A.)
A.A. Liveright (Boston) (C.S.L.E.A.)
Hamilton Stillwell (Wayne)
R. Eric O'Connor (Thomas More)
Clifford L. Winters, Jr. (Syracuse)
W.J. McCallion (McMaster)
Frank E. Funk (Syracuse)

APPENDIX C

OFFICERS AND EXECUTIVE COMMITTEE

1966-67

President

Ernest E. McMahon, Rutgers University

Vice President

William C. Huffman, University of Louisville

Executive Secretary-Treasurer

Howell W. McGee, University of Oklahoma

Chairman-Advisory Committee

Robert F. Berner, State University of New York
at Buffalo

Editor-Newsletter

Gurth I. Abercrombie, Northeastern University

Directors-at-Large

Donald L. Peets, Sir George Williams University
Clifford L. Winters, Jr., Syracuse University

APPENDIX D

AUEC COMMITTEE STRUCTURE 1966-67

Advisory

Robert F. Berner, Chairman (Buffalo)
Alexander N. Charters (Syracuse)
Richart T. Deters (Xavier)
John P. Dyer (Tulane
Ralph C. Kendall (Toledo)
Daniel R. Lang (Northwestern)
Richard A. Mumma (Johns Hopkins)
Frank R. Neuffer (Cincinnati)

Dean's Desk

Virgil W. Alexander (Northern Illinois)

Editor of Proceedings

Marvin E. Hartig (Evansville)

Budget-Finance

Donald Z. Woods, Chairman (Minnesota)
John M. Blake (Maine)
Raymond W. Heatwole (Furman)
James M. Young (Washburn)

Legislative

Sol Jacobson, Chairman (Brooklyn)
Martha L. Farmer, Vice Chairman (City College New York)
Thomas J. Bryde (Iona)
Richard F. Clemo (Adelphi)
George F. Knerr (Pace)
Hyman Lichtenstein (Hofstra)
Heinz F. Mackensen (Fairleigh Dickinson)
Donald B. Setterbo (Toledo)
James E. Tobin (Queens, New York)

Local Arrangements

Raymond P. Witte, Chairman (Loyola, New Orleans)
Cliff M. Byrne (McNeese State)
John P. Dyer (Tulane)
Ralph L.W. Schmidt (Louisiana State)
Alban F. Varnado (Louisiana State, New Orleans)

Membership

Executive Secretary, Chairman
Executive Committee

Membership Promotion

Melvin E. Fuller, Chairman (Roanoke)
Donald J. Herrman (William and Mary)
William W. Kitchin (Christopher Newport)
William F. Lanier (American)
Elzberry Waters (George Washington)

Nominating

Robert F. Berner, Chairman (Buffalo)
Kermit K. Johnson (Manatee)
Reuben R. McDaniel, Jr. (Baldwin-Wallace)
Allan F. Pfleger (Western Reserve)

Program

Robert W. Shaw, Chairman (Queens, North Carolina)
Viers W. Adams (Pittsburgh)
John J. Burns (Loyola, Baltimore)
Glenn L. Bushey (Chattanooga)
Melvin E. Fuller (Roanoke)
Hyman Lichtenstein (Hofstra)
James R. Quimper (Maryland)
Donald B. Setterbo (Toledo)

Public Relations

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Sherman V.N. Kent, Vice Chairman (Rider)
Edwin P. Banks (Colorado)
Dominic A. LaRusso (Washington, Seattle)

Relationships with other Associations

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Viers W. Adams (Pittsburgh)
Thomas A. Emmet (Detroit)
Frank R. Neuffer (Cincinnati)
James W. Southouse (Bridgeport)
Clifford L. Winters (Syracuse)

Research

Lawrence A. Allen, Chairman (Kentucky)
Roy J. Ingham, Vice Chairman (Florida State)
Charles P. Bruderle (Villanova)
Robert W. Eller (George Washington)
J. Martin O'Hara (Thomas More)
Kingsley M. Wientge (Washington, St. Louis)

Resolutions

Thomas J. Dolphin, Chairman (Clark)
N. Lee Dunham (Baylor)
Roy Ilowit (C.W. Post)

Special Programs for Women

Adelaide H. Jones, Chairman (Drury)
Helen M. Crockett (Wichita)
Mary T. Egginton (Adelphi)
R.Jack Freeman (Mississippi State)

Student Personnel

Peter Meyer, Chairman (Queens, New York)
Mary T. Egginton (Adelphi)
Thomas A. Emmet (Detroit)
Jerrold I. Hirsch (Newark College of Engineering)
William F. Kelly (Louisville)
Ralph C. Kendall (Toledo)
George F. Knerr (Pace)
Richard D. Robbins (Johns Hopkins)
Peter E. Siegle (Boston, C.S.L.E.A.)
Myron A. Spohrer (Washington, St. Louis)

Guidelines for Excellence: Business Programs

George E. Grauel, Chairman (John Carroll)
Thomas J. Bryde (Iona)
Allen F. Jung (Loyola, Chicago)
Robert L. MacDonald (Pennsylvania)
Thomas J. Wynn (DePaul)

Guidelines for Excellence: Engineering

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Stanley J. Gwiazda, Vice Chairman (Drexel)
Kenneth R. Burchard (Carnegie Technology Institute)
Carl H. Elliott (Purdue)
Kenneth V. Henninger (Illinois Institute of Technology)
Jacob W. Hostetter (Brooklyn Polytechnic Institute)
Russell A. Norton (Rochester Institute of Technology)
Edward D. Shanken (Engineers Joint Council)

Guidelines for Excellence: Teacher Education

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Virgil W. Alexander (Northern Illinois)
J. Martin O'Hara (Thomas More)
Richard D. Robbins (Johns Hopkins)
William T. Utley (Omaha)

Editor of Guidelines

Robert F. Berner (Buffalo)

APPENDIX E

ROSTER OF ATTENDANCE - BUFFALO, 1966

1. Gurth I. Abercrombie
   Northeastern University
2. Virgil W. Alexander
   Northern Illinois University
3. Lawrence A. Allen
   University of Kentucky
4. Eleanor Y. Alsbrook
   University of Louisville
5. Carol Ann Altenburg
   Millard Fillmore College, SUNYAB
6. Helen Antoniadis
   Millard Fillmore College, SUNYAB
7. Dean B. Armold
   Pennsylvania Military College
8. William J. Arthur
   Lynchburg College
9. James F. Baker
   Commonwealth of Massachusetts
10. Edwin P. Banks
    University of Colorado, Denver Center
11. Rev. Leo B. Barrows, S.J.
    Saint Peter's College
12. William D. Barton
    University of Tennessee
13. Rev. Edward J. Baumann
    Villa Madonna College
14. Roger Alton Bell
    University of Toledo
15. Howard W. Benfield
    Drexel Institute of Technology
16. John R. Benoit
    University of Maine
17. Robert F. Berner
    Millard Fillmore College, SUNYAB
18. Paul R. Betz
    St. Joseph's College
19. Sam C. Bills
    University of Tennessee

20. Joseph W. Bird
    St. John's College
21. John M. Blake
    University of Maine
22. Elliott R. Blauvelt, Jr.
    Millard Fillmore College, SUNYAB
23. Clinton M. Bowen
    American International College
24. Richard M. Bray
    The American University
25. Leonard Brickman
    Hofstra University
26. Charles P. Bruderle
    Villanova University
27. Roland Brunet
    Université de Montreal
28. Donald R. Brutvan
    Millard Fillmore College, SUNYAB
29. Thomas J. Bryde
    Iona College
30. Joseph J. Buckett
    University of Rhode Island
31. Kenneth R. Burchard
    Carnegie Technological Institute
32. Frederick M. Burgess
    Villanova University
33. Rev. John J. Burns, S.J.
    Loyola Evening College
34. Richard L. Burns
    Educational Testing Service
35. Glenn L. Bushey
    University of Chattanooga
36. Annette G. Calhoun
    Office of Education
37. Robert Campbell
    Western New England College
38. Frederick L. Canavan, S.J.
    Fordham University
39. Frank T. Carroll, Jr.
    Delgado Institute
40. Joseph B. Castronovo
    St. Francis College
41. Thomas E. Chambers
    Manhattan College

42. Alexander N. Charters
    Syracuse University
43. Edward E. Chester
    University of Tennessee
44. Robert E. Chiles
    Hunter College
45. Harold Glen Clark
    Brigham Young University
46. A. Jack Clegg
    International Association of Evening Student Councils
47. Richard F. Clemo
    Adelphi University
48. Giller Cloutier
    Université de Montreal
49. Donald E. Collins
    Adelphi Suffolk College
50. Richard J. Combs
    Purdue University - Calumet Campus
51. Rev. John J. Coniff, S.J.
    St. Joseph's College
52. John D. Conner
    Massachusetts Bay Community College
53. Edward F. Cooper
    University College - University of Maryland
54. Helen M. Crockett
    Wichita State University
55. Rev. Charles M. Crowley
    Boston College
56. Thomas F. Cummings, Jr.
    Syracuse University
57. James B. Davis
    LSUNO (LSU in New Orleans)
58. Ralph C. Dean
    Bryant College
59. Silvio De Cristofaro
    Rochester Institute of Technology
60. Roger DeCrow
    Library of Continuing Education
61. John C. De Laurenti
    Elmhurst College
62. G. Stuart Demarest
    University College - Rutgers University

63. David de Meza
    Millard Fillmore College, SUNYAB
64. Edward J. Demske
    State University of New York at Binghamton
65. Thomas J. Desmond
    Utica College of Syracuse University
66. Rev. Richard T. Deters, S.J.
    Xavier University Evening College
67. George J. Dillavou
    Roosevelt University
68. Cecil L. Dobbins
    University of Akron
69. Catharine L. Dohn
    Millard Fillmore College, SUNYAB
70. Thomas J. Dolphin
    Clark University
71. John P. Donohue
    Loyola University - Chicago
72. Francis L. Douglass
    Indiana Central College
73. Ernest A. Dudley
    University of Hartford
74. Kay E. Dudley
    Millard Fillmore College, SUNYAB
75. N. Lee Dunham
    Baylor University
76. John P. Dyer
    Tulane University
77. Mary T. Egginton
    Adelphi University
78. J. Fredrik Edstrom
    Rutgers University
79. Lynn W. Eley
    Washington University
80. Leo J. Elias
    Newark State College
81. Carl H. Elliott
    Purdue University
82. Caroline Ellwood
    New York University
83. Richard D. Elton
    State University College - Brockport
84. Thomas A. Emmet
    University of Detroit

85. Clifton H. Ewing
    Western New England College
86. Martha L. Farmer
    City College of New York
87. Theodore E. Fitzgerald
    Temple University
88. Aubrey L. Forrest
    Centenary College
89. Nancy E. Franz
    SUNYAB
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    Millard Fillmore College, SUNYAB
92. Melvin E. Fuller
    Roanoke College
93. Albert M. Fulton
    University of Minnesota
94. Frank E. Funk
    Syracuse University
95. Joseph J. Gallagher
    Franklin and Marshall College
96. Frederick P. Gardner
    Rochester Institute of Technology
97. Donald P. Gavin
    John Carroll University
98. Frank C. Genovese
    Babson Institute
99. Joseph P. Goddard
    University of Tennessee
100. Cathleen M. Going
    Thomas More Institute
101. Freda H. Goldman
    CSLEA
102. George E. Grauel
    John Carroll University
103. Richard C. Guenther
    Millard Fillmore College, SUNYAB
104. Stanley J. Gwiazda
    Drexel Institute of Technology
105. Judi Haas
    Millard Fillmore College, SUNYAB
106. John R. Hackett
    University of Rhode Island

107. John D. Hall
Syracuse University
108. Hans Hammond
University College - Rutgers
109. Marvin E. Hartig
Evansville College
110. Rev. Robert A. Haus, S.J.
Canisius College
111. Walter H. Hayes, Jr.
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112. Kenneth Haygood
CSLEA
113. Raymond W. Heatwole
Furman University
114. Kenneth V. Henninger
Illinois Institute of Technology
115. D.J. Herrmann
College of William and Mary
116. John E. Hill
Indiana Central College
117. Carl E. Hiller
Queens College - New York
118. Ronald J. Hilton
Rochester Institute of Technology
119. Sophia U. Hodges
Richmond Professional Institute
120. William A. Hoppe
University of South Alabama
121. Jacob W. Hostetter
Polytechnic Institute of Brooklyn
122. William C. Huffman
University of Louisville - Belknap Campus
123. Curtiss R. Hungerford
University of Southern California
124. Ralph A. Hyde
University of Tennessee
125. Roy Ilowit
C.W. Post College of LIU
126. Roy J. Ingham
Florida State University
127. Sol Jacobson
Brooklyn College
128. Andrew G. Jaros
Northwestern Connecticut Community College

129. Kermit K. Johnson
Manatee Junior College
130. Joseph M. Jolda
Worcester Junior College
131. Adelaide H. Jones
Drury College
132. Allen F. Jung
Loyola University - Chicago
133. Leo E. Keenan, Jr.
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Pratt Institute
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Springfield College
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University of Washington
149. Richard J. Le Fevre
Rochester Institute of Technology
150. Charles F. Leichtweis
University of Detroit

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University of Virginia
152. Hyman Lichtenstein
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Queens College - New York
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La Salle College
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    Seton Hall University College
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    Rochester Institute of Technology
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    Tomson State College
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    Pratt Institute
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    Sacred Heart University
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University of Tennessee
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Washington University

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    University College - Syracuse University
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    Pennsylvania State University
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    Loyola University - New Orleans
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    The University of Minnesota
266. John B. Woods
    The University of Tennessee
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    University of Louisville - Belknap Campus
268. Thomas J. Wynn
    DePaul University
269. James M. Young
    Washburn University of Topeka

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